

PSYCHOLOGICAL ABSTRACTS

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CLARK UNIVERSITY

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PSYCHOLOGICAL ABSTRACTS

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MAY, 1930

GENERAL

1851. Allport, F. H. Motive as a concept in natural science. *Psychol. Rev.*, 1930, 37, 169-173.—The vagueness of motivation is explained in terms of the way the problem is approached. Objects, as wires, falling bodies, nerves, etc., are capable of explicit denotation. But the energy of the electric current, gravity, and drives, motives, instincts, hormic energy, etc., are capable only of implicit denotation. The former procedure makes possible a "multilevel approach," a breaking up into smaller level units of the objects studied. The telic, implicit approach yields only "unilevel" observations. But both angles of approach are needed.—A. G. Bills (Chicago).
1852. B[entley], M. Lacquers and celluloids for colored surfaces. *Amer. J. Psychol.*, 1930, 42, 116.—A note on the use of colored lacquers to make durable colored stimuli, and a suggestion for their use on the celluloid disks for color mixers put out by the Marietta Apparatus Company.—D. E. Johanssen (Wellesley).
1853. Bianchini, L. G. Mingazzini. *Zsch. f. Sex.-wiss. u. Sex.-pol.*, 1930, 16, 507-508.—Prof. Giovanni Mingazzini (born 1859), died on December 3, 1929. At the time of his death he was Director of the Neuropsychiatric Clinic of the University of Rome. His fame as a teacher spread beyond the bounds of Europe: he was recognized as the founder of modern Italian neurology; he was a member of many learned societies both in Italy and abroad. He was the author of more than two hundred original articles, most of them dealing with the clinical anatomy of the nervous system. His contributions to the descriptive anatomy of the brain were of prime importance.—H. Marshall (Stanford).
1854. Boder, D. P. A tridimensional maze. *Amer. J. Psychol.*, 1930, 42, 107-108.—Description of a maze made of 3/8-inch brass pipes, which was used in the study of motor learning. The subject is required to learn how to tilt and move the apparatus in such a way as to make a 3/16-inch ball-bearing travel over a certain route, and emerge through a previously determined opening. The maze is modifiable, because the parts can be unscrewed and attached at different places, and problems demanding varying degrees of skill can be set. Either time or errors may be used for the score.—D. E. Johanssen (Wellesley).
1855. Brachfeld, O. Alfred Adler, der Sexualpsychologe. (Adler, the psychologist of sex.) *Zsch. f. Sex.-wiss. u. Sex.-pol.*, 1930, 16, 505-507.—The sixtieth anniversary of Adler's birth should be marked by some recognition of his contribution to the field of sex psychology. It has been mistakenly assumed that Adler understates the importance of sex in human relationships, as a reaction to Freud's overemphasis thereon. Actually he has given sex its full importance, on a par with society and business relationships. He has placed man in a new light as a biological, sociological, and sexual complex.—H. Marshall (Stanford).
1856. Brigham, C. C. Report of the Secretary of the American Psychological Association. *Psychol. Bull.*, 1930, 27, 77-85.—J. F. Dashiell (North Carolina).
1857. Cattell, J. McK. Psychology in America. *Scient. Mo.*, 1930, 30, 115-126.—From the address of the President of the Ninth International Congress of Psychology. An historical review. Full page pictures of James, Hall, Ladd, Royce, Münsterberg, Titchener, Wundt, and Galton are shown.—J. F. Dashiell (North Carolina).
1858. Cheney, C. O. C. Floyd Haviland. *Ment. Hygiene*, 1930, 14, 161-164.—A brief biographical and appreciative account of the life of the subject (late superintendent of the Manhattan State Hospital, Ward's Island, New York City).—H. M. Bosshard (Clark).
1859. Chevalier, J. L'habitude. (Habit.) Paris: Boivin, 1929. Pp. 256. 18 fr.—The author seeks to solve the following problem: Under what conditions can an alliance between metaphysics and the positive sciences be established? The problem of habit is used as the means of reconciliation. He first points out what the problem is and discusses the two uses of the term habit as found in Aristotle, adopting the definition which makes habit an internal disposition born of custom: in its passive form, the acquisition of a mode of existence, and in its active form, an actualization of aptitude. He reviews: (1) habit in the inorganic world (the acquisition of habit and the conservation of the past), habit-energy, the maintenance of habit and resistance to change, and habit resistance; (2) life and adaptation; (3) the question whether habit is a creator, the author concluding that habit develops only that which already exists and that we cannot conclude anything concerning the modifying or creating powers of habit; (4) the question of transmission of habits, the author believing that the progress of humanity is not the result of habit but of memory; (5) the organ of the mind; (6) the life and death of habits; and (7) the transfiguration of habit by the mind.—Math. H. Piéron (Sorbonne).
1860. Ohou, S. K. A modification of the Dunlap chronoscope. *J. Exper. Psychol.*, 1929, 12, 459-461.—By the addition of a small countershaft and accessory spur gears, times of longer duration may be measured. The original status of the chronoscope can be restored simply by removing the plates holding the accessories. The same dial serves in both cases.—S. Renshaw (Ohio State).

1861. Chou, S. K. An automatic card feeder and catcher mechanism. *J. Gen. Psychol.*, 1930, 3, 179-182.—H. Cason (Rochester).
1862. D[allenbach], K. M. An aid for steady visual fixation. *Amer. J. Psychol.*, 1930, 42, 116.—The use of a glass mirror, which reflects the pupil of the eye, is recommended as a means of stabilizing visual fixation. The mirror is placed in the line of regard and the reflected image of the pupil used as a fixation point.—D. E. Johanness (Wellesley).
1863. Dashiell, J. F. A reply to Professor Bentley. *Psychol. Rev.*, 1930, 37, 183-185.—To the objection that his "Note on the use of the term 'observer'" overlooked quite definite distinctions made for some time between the use of the terms "subject" and "observer," the author replies that many psychologists, who have no objectivist bias, use the term "subject" where Titchenerians employ "observer"; that it is inaccurate to insist that the "observer" in psychology plays a rôle like that of the astronomical observer; that even in introspections the term "subject" accurately describes the rôle played; and hence, to avoid confusion, the term "subject" should be used altogether.—A. G. Bills (Chicago).
1864. Ewald, G. Fortschritte und Wandlungen der psychiatrischen Lokalisationslehre. II. Teil: Der biologisch-psychologische Aufbau der Persönlichkeit. (Progress and transformation in the psychiatric doctrine of localization. Part II: The biopsychological structure of the personality.) *Scientia*, 1930, 47, 101-110.—There is a short introductory explanation of *Gestalt* psychology, and then a somewhat detailed development of this statement: in the personality, inhibition and facilitation, the intensity and extensity of instincts and feelings, etc., are very important. The bodily mechanisms for these reactions are not completely known, but the ductless glands are certainly involved, and the cerebral peduncles play a part as yet undetermined. Psychological types have their biological counterparts. To find these biological counterparts, psychology as a whole is necessary, regardless of "school" or of metaphysical considerations. The building up of such a modern doctrine of localization and coordination will be very valuable to psychiatrists.—R. G. Sherwood (Redmond, Wash.).
1865. Forbes, T. W. A technique for screened observation. *Amer. J. Psychol.*, 1930, 42, 114-115.—In order to allow E to observe O without himself being seen, E stood behind a thin tin plate which was perforated with holes 1 mm. in diameter and 1 mm. apart, the surface toward O being illuminated by a 100-watt bulb. A window of 6 × 6 in. was used, but it is felt that larger windows could be used equally successfully.—D. E. Johanness (Wellesley).
1866. Gastrin, J. Finska forskarprofiler. I. Juho Hollo. (Portraits of Finnish scholars. I. Juho Hollo.) *Tidskr. f. psykol. o. ped. forsk.*, 1929, 1, 80-89.—A review and evaluation of the work of this Finnish educator.—K. Jensen (Ohio State).
1867. Heinlein, C. P. Suggestions for improved forms of steadiness testers. *J. Gen. Psychol.*, 1930, 3, 167-174.—H. Cason (Rochester).
1868. Heinlein, C. P. Multiple-plate tapping boards. *J. Gen. Psychol.*, 1930, 3, 174-178.—H. Cason (Rochester).
1869. Heinlein, C. P. A simple marble timing device for investigation of preferential manipulation. *J. Gen. Psychol.*, 1930, 3, 178-179.—H. Cason (Rochester).
1870. Hutchins, R. M. An institute of human relations. *Amer. J. Sociol.*, 1929, 35, 187-193.—The Institute of Human Relations at Yale proposes to connect research in the biological sciences and their applications in medicine, through psychology, with research in the social sciences and their applications in law. The difficulties in the way of coordinating research projects are recognized.—E. R. Hilgard (Yale).
1871. Jones, H. E. General psychology. New York: Columbia Univ. Press, 1929. Pp. 247. \$2.00.—A looseleaf manual for beginning students, designed for home study use in connection with other elementary texts. A functional and objective point of view is indicated by the chapter headings, including, among others: The biologic basis of activity, the incentives of activity, the emotional processes, the attentive and perceptive processes, the learning process, human capacities, the processes of reasoning and imagining, and personality. A comprehensive list of exercises and test questions accompany each chapter.—H. S. Conrad (California).
1872. Kaila, E. Om behaviorism. (Concerning behaviorism.) *Tidskr. f. psykol. o. ped. forsk.*, 1929, 1, 45-69.—The author objects to what he calls "addition-behaviorism" on the ground that it does not adequately account for certain important phenomena, including insight and the conditioned response.—K. Jensen (Ohio State).
1873. Kellogg, W. N. An improved automatonograph. *Amer. J. Psychol.*, 1930, 42, 105-106.—Description of an automatonograph whose stylus is made of wood, with a fine, rounded point, which writes upon a plate of glass coated with Bon Ami; the advantages are that there is no horizontal play in the instrument, and the glass writing surface insures a perfectly even, continuous performance. Permanent records can be made with blue print paper or by photographing the record on a black background.—D. E. Johanness (Wellesley).
1874. Lewin, K. Les types et les lois de la psychologie. (The types and laws of psychology.) *Pour l'ère nouvelle*, 1929, 8, 251-252.—It is difficult to characterize individuals by classifying them according to a few different types. The conduct of an individual offers a variability such that every individual is able to adopt under different circumstances every sort of conduct, and, on the other hand, identical behavior of different individuals does not suppose an identity of aptitude. An identity of aptitudes allows, on the contrary, an affirmation of differences in individual aptitudes, and the determination of psychological laws should be correlated with and inseparable from a determination of individual peculiarities. In place of arranging people in a small number of classes and characterising an indi-

vidual by a superior, abstract class in which he has been put according to the sum of his specific peculiar differences, we should take into consideration universal psychological laws and characterize the individual by a certain number of constants which should express his attitude with respect to these laws.—*Math. H. Piéron* (Sorbonne).

1875. Miles, W. R. *Muybridge animal pictures*. *Science*, 1929, 70, 216-217.—*R. R. Willoughby* (Clark).

1876. Piéron, H. *Présentation d'appareils*. (Presentation of apparatus.) *J. de psychol.*, 1929, 26, 789.—A chronoptoscope and a new type of color mixer are described. The color mixer is especially adapted to the determination of thresholds, since the sectors may be independently changed while rotating.—*N. L. Munn* (Pittsburgh).

1877. Ramul, K. *Über nichtempirische Psychologie*. (Non-empirical psychology.) *Arch. f. d. ges. Psychol.*, 1929, 73, 369-406.—The aim of this article is to answer the questions of the nature of non-empirical psychology and its relations to experimental-empirical psychology. The author bases his presentation of non-empirical psychology on statements of such men as Brentano, Husserl, Meinong, Schmied-Kowarzik, Tschelpanow, Dilthey, Stumpf, and Lipps. The task of this type of psychology is to analyze and describe the data of mental life, and to fix and clarify psychological concepts, all of which is to be done not by following the methods of empirical sciences, but rather those of mathematics. But is it possible to create such a "geometry of experience"? It would seem so, if we consider such non-empirical statements as "nothing can be judged that is not perceived"; "perception is perception of something"; "no color without extension"; "red is different from green"; etc. Here we have no massing of observations, no induction. Such material is empirical in the sense that we need experience in order to come into its possession, but the judgments themselves do not necessitate additional experience. They are certain, apodictical, comparable to the judgments of mathematics and therefore capable of forming a basis for other sciences. Non-empirical psychology differs from mathematics in its absolute dependence on the data of experience and in its chiefly descriptive character. In his critical comments the author objects to the claim of non-empirical psychology that complete description must always precede explanation as a necessary condition of scientific progress. He also doubts whether a phenomenological method alone is capable of solving all questions of a descriptive kind, e.g., the difference between a perception and a hallucination; real observation is essential in such cases. He denies that a non-empirical psychology can serve an experimental psychology in the same sense in which mathematics serves physics.—*K. F. Muenzinger* (Colorado).

1878. Robinson, E. S., & Richardson-Robinson, F. *Readings in general psychology*. Chicago: Univ. Chicago Press, 1929. Pp. xix + 812. \$4.00.—This is the second edition of the *Readings*, first issued in 1923. In the preface the editors continue to empha-

size the fact that they have in mind the needs of the undergraduate and that they have not attempted to portray the various systems of psychology that are represented by the writers whom they quote. No rearrangement has been made in the text. Several readings have been dropped and others substituted. The chief revision consists of the enlargement of the volume in nearly every chapter. 25 new readings—mostly from material that has been published since 1923—amount to approximately 140 pages. One of these, a 40-page reading on experimental studies of memory, was written for the volume by J. A. McGeech; added material from the new edition of Cannon's *Bodily Changes in Pain, Hunger, Fear and Rage*, is included in the chapter on emotion, as are two selections from experimental studies of infants recently published by M. and I. C. Sherman in their recent volume, *The Process of Human Behavior*. There are also new readings from Allport, Bentley, Carr, Dashiell, Ellis, Herriek, Hollingworth, Hunter, James, Thorndike, Titchener, Warren and others.—*F. R. Robinson* (New Haven, Conn.).

1879. Buckmick, O. A. *A new electrode for the Hathaway galvanic reflex apparatus*. *Amer. J. Psychol.*, 1930, 42, 106-107.—Description of an electrode which makes possible a constant pressure and area of contact, even over a considerable period of time. Both electrodes are in contact with the palm of one hand.—*D. E. Johannsen* (Wellesley).

1880. Squires, P. C. *A new psychology after the manner of Einstein*. *Scient. Mo.*, 1930, 30, 156-163.—Simple illustrations from perception are offered in exposition of *Gestalt* psychology or "psychological relativity".—*J. F. Dashiell* (North Carolina).

1881. Stürmer, H. *Der Ablauf der nervösen Energie, eine neue Seelenkunde*. (The stream of nervous energy; a new theory of mind.) Stuttgart: Hugo Matthäus, 1929. Pp. 248. M. 6.—Stürmer attempts to build up a comprehensive *Weltanschauung* based on the experimental facts of anatomy, psychology and psychoanalysis, in terms of which mental life would be explained as the expression of interacting nervous energy, entailing a complete denial of the freedom of the will. From this point of view he discusses the phenomena of normal mental life, waking and sleeping states, dreams, hypnosis, conative and affective life, sexuality, nervous exhaustion, etc. Some practical applications are drawn in the last part of the book.—*R. H. Waters* (Arkansas).

1882. Taylor, W. S. *Science and cult*. *Psychol. Rev.*, 1930, 37, 166-168.—A comparison of the intellectual attitude of the scientist and the cultist toward their hypotheses. The scientist awaits proof, integrates with allied sciences, accepts criticism, seeks facts. The cultist accepts in advance, rejects and resents criticism, is ignorant of or disregards other points of view, aims at vindication rather than truth, flourishes on inertia of thought.—*A. G. Bills* (Chicago).

1883. Thompson, J. A. *Natural history and human life*. *Century*, 1929, 117, 513-525.—(Courtesy *Social Science Abstracts*).

1884. [Various.] *Clark University thesis abstracts*. Worcester: Clark University, 1930. Pp.

204.—The psychology doctorate theses included are those of Ewert, Harden and Johannsen for 1929 and Meenes for 1926; the only master's thesis in psychology which is included is that of Silverman, 1929. The former have been published; the title of the latter is *The Judgments of Students and Alumni Concerning the Influence of Their Age at Entrance to College upon General Success in College*.—R. R. Wiloughby (Clark).

1885. Walton, A. **Demonstrational and experimental devices.** *Amer. J. Psychol.*, 1930, 42, 109-114. —I. A vertical maze for lecture room demonstration. A maze which is so constructed that a large group in a class-room can watch the animal performing is described. A trained animal can make the run in about 10 sec. II. Conditioning illustrated by an automatic mechanical device. Description of a mechanical toy which illustrates the setting up of a conditioned response to a substitute stimulus. A toy rabbit (substitute stimulus) is brought into the "field of vision" of a small doll which responds by raising the arms (approach reaction). If, however, a loud noise is caused by clapping together two blocks of wood (original stimulus) the doll trembles violently (avoiding reaction). The doll follows the Pavlovian dictum that no conditioning takes place when the substitute stimulus is presented after the original or adequate stimulus. The apparatus is operated by electricity. III. Making the ergograph self-recording and integrating. Description of a combined ergograph and recording apparatus which can be easily set up wherever desired, because the kymograph (paper and ink-stylus type) and the ergograph are in one unit. A mechanical stroke-counter, a graphic stroke-recorder, and a distance-integrator, as well as a mechanical device to record the number of times the tape is moved its own length, are among the advantages of the instrument.—D. E. Johannsen (Wellesley).

1886. Wirth, W. **Die Neuen Psychologischen Studien. Kritisches Referat.** (The *New Psychological Studies*. A critical review.) *Arch. f. d. ges. Psychol.*, 1929, 70, 417-462.—A detailed review, article by article, of the material published in Kreuger's new periodical, volumes 1, 2, 4, and 5. The *Neuen Psychologischen Studien* is a continuation of Wundt's *Psychologischen Studien*, and volume I appeared in 1926.—P. H. Furfey (Catholic University).

[See also abstracts 1983, 1984, 2075.]

SENSATION AND PERCEPTION

1887. Benezé, G. **Sur la loi de Fechner.** (On Fechner's law.) *Rev. phil.*, 1929, 54, 429-452.—Fechner's law gives only the biological relationship between the stimulus and the response. It is acceptable only for average values. The author proposes a new formula: $R = \tan^{-1} E$. This makes the curve accurate throughout instead of being exact only for average values. The sole difficulty, the author thinks, is that the use of a formula involving the tangent is not common.—Math. H. Piéron (Sorbonne).

1888. Bishop, H. G. **On Mayer's "residual sonorous sensation."** *Amer. J. Psychol.*, 1930, 42, 38-

50.—Experiments on the basis of which Mayer had evolved a formula for determining the duration of the after-image for tone were repeated. By means of a siren disc whose speed of rotation could be regulated by means of an Edison phonograph motor the tones, generated by Stern variators and conducted to the ear through a tube, could be interrupted for any desired length of time. Some of Mayer's findings were verified; the tonal experience was found to be a complex of a beating character. At about the same rate of rotation as Mayer found, the primary tone lost its roughness and became smooth and continuous in character. Bishop, however, found that the tone is a complex, although smooth; by analyzing it, and comparing the secondary tones thus obtained with the secondary tones theoretically determined, it was found that the characteristic smoothness and apparent simplicity of the primary tone appears when the rate of revolution of the siren disc is such as to produce consonance between the components of the tonal complex; in other words, judgment of smoothness is a matter of the ultimate consonance, preceded by an earlier dissonance, during the single observation. It was found that the frequencies of the secondary tones obtained at slower revolution rates were very close to the frequencies (theoretically determined) which would produce dissonance. The author concludes that the smoothness reported by Mayer is the smoothness of consonance; the tone is not simple, but a very unified clang.—D. E. Johannsen (Wellesley).

1889. Engelking, E. **"Grund" und "Figur" in ihrer Bedeutung für das Sehen der anomalen Trichromaten.** ("Ground" and "figure" in their significance for the vision of anomalous trichromats.) *Graefes Arch. f. Ophth.*, 1929, 121, 479-496. —Gelb and Granit (*Zsch. f. Psychol.*, 1923) showed that for the normal subject the chromatic threshold depends on the configurational character of the field upon which the threshold is determined. The threshold is smaller, other things being equal, when the field is "ground" than when it is "figure." Engelking has made similar experiments in which both normal subjects and deuteranomalous trichromats were tested. The Gelb-Granit phenomenon is especially pronounced in the case of the latter subjects, the ratio of figure-threshold to ground-threshold being greater than 2.00, and in one instance having the value 3.73. The author believes that the stimulus-pattern had a greater figural value for the anomalous trichromats. This figural factor may affect their judgments of color, and may explain the great effectiveness of Podesta's and Ishihara's charts for testing color-blindness.—D. McL. Purdy (Kansas).

1890. Fernberger, S. W. **The use of equality judgments in psychophysical procedures.** *Psychol. Rev.*, 1930, 37, 107-112.—The author, after reviewing the most important difficulties in the use of equality judgments (in addition to judgments of greater and less), such as that (1) they fall within the interval of uncertainty and are unstable, (2) they depend on the subject's attitude (whether he is set to give many or few), (3) they involve doubt, (4) they are subjec-

tive, requiring a thorough knowledge of introspective technique, and hence highly trained subjects, finally concludes with Titchener, that equality judgments must not be ignored. Rather, we must formulate a standardized set of conditions for psychophysical experimentation.—A. G. Bills (Chicago).

1891. Ferrall, S. C., & Dallenbach, K. M. The analysis and synthesis of burning heat. *Amer. J. Psychol.*, 1930, 42, 72-82.—The object of the present study was to describe the experience of burning heat; by analysis it was hoped to determine the qualities involved in the experience, and by synthesis it was hoped to check the accuracy of the analysis. A temperature grill (Burnett-Dallenbach type) was used. Five series of observations were taken on 3 subjects: (1) Determination of limen for heat; (2) reproduction of earlier experiments, heat produced by warm and cold stimuli, inadequate to arouse pain, ache, or paradoxical cold, for comparative purposes; (3) observation of experience produced by a stimulus above the heat threshold (burning heat); (4) synthesis of the burning heat experience from stimuli themselves adequate to produce only warmth, cold, and pain (electric current); and (5) control experiments (description of the experience induced by the electric current alone). The authors conclude that the experience of heat aroused by stimuli separately adequate only for warm or cold is a unique quality, which lies in the pressure-prick-pain continuum, closer to pressure than to pain, and that burning heat is predominantly a prickly, stinging, painful experience that may be aroused synthetically by stimuli which singly are adequate only for warmth, cold, or pain (areal sting).—D. E. Johansson (Wellesley).

1892. Ferree, C. E., Rand, G., & Monroe, M. M. A study of the factors which cause individual differences in the size of the form-field. *Amer. J. Psychol.*, 1930, 42, 63-71.—The problem of the present study was to investigate the relation of errors of refraction, age, and sex, to the size of the form-field for a stimulus subtending a visual angle of 1°. Data were collected under standard conditions of control (Ferree-Rand perimeter was used) on non-pathological subjects sampled to include the factors under investigation. The eyes were examined in 8 meridional quadrants, from 0° to 315°, and included 75 cases of hyperopia and hyperopic astigmatism, 30 cases of myopia and myopic astigmatism, 40 cases of presbyopia, 5 cases of mixed astigmatism, and 50 cases classed as emmetropic. In general, emmetropes and hyperopes have the wider form-fields. After 40 years, age is an important factor in conditioning variability in the size of the field; before that it is a negligible factor. Sex is apparently not a significant factor.—D. E. Johansson (Wellesley).

1893. Ferree, C. E., & Rand, G. Intensity of light and speed of vision: I. *J. Exper. Psychol.*, 1929, 12, 363-391.—Among factors influencing the power to discriminate detail are: light intensity, visual angle, ratio of coefficients of reflection of object and its background, evenness of distribution of light, diffusion, angle of incidence, glare, etc. The present paper considers only the effect of change of intensity over a wide range on speed of vision in

relation to size of work-object and difference in coefficients of reflection between object and its ground. Sizes varied from 1 to 5.2 minutes of arc, and coefficients of reflection from 16 to 78%. Illumination ranged from 1.25 to 100 ft. c. at the test surface. Instruments included the use of a Macbeth illuminometer, Ferree rotary tachistoscope, and the international test-object (broken circle). One subject (Rand) was used. The writers conclude that speed depends principally on size of object and differential reflection between object and ground. Largest effects occur in the lower range of the scale of intensity. These two variables are reciprocally related with intensity, and appropriate compensations are hence possible. The total relations among the variables studied which give speediest and surest discrimination are stated.—S. Renshaw (Ohio State).

1894. Geldard, F. A., & Crockett, W. B. The binocular acuity relation as a function of age. *J. Genet. Psychol.*, 1930, 37, 139-145.—Using the Landolt broken circle test on subjects ranging in age from 6 to 71 years, it was observed that acuity differences between the eyes increase with age, that variability within groups increases, that cases showing no difference decrease in number, and that these differences must be considered in connection with increased general inefficiency of vision. Data concerning handedness revealed no significant relation to eyedness.—J. F. Dashiell (North Carolina).

1895. Humes, J. F. The effect of practice upon the upper limen for tonal discrimination. *Amer. J. Psychol.*, 1930, 42, 1-16.—The purpose of this study was to discover whether practice would affect the auditory sensitivity so as to change the upper tonal limen. The apparatus was a set of 40 steel cylinders of the König type, ranging from 16,200 to 24,000 d.v./s. Variations in intensity and localization were eliminated; the cylinders were actuated by a steel ball of standardized weight (8 ± 0.0002 gr.) falling a uniform distance (20 ± 0.10 cm.). The instructions were simply to report whether the auditory experience given was or was not tonal in quality. 350 judgments in all were made in one experimental session; at the end of each session, each subject was asked to write a report, including a statement of the criteria on which the judgments were based. 11 limens were calculated for 2 subjects and 10 for 2 others; practice does not appear to increase, but, on the contrary, to decrease the upper tonal limen. One of the most important factors, it was found, in making for uniform results was the establishment of a stable criterion for differentiating the tonal from the non-tonal experiences. At first the subjects all had difficulty in determining the criterion, but a more or less general agreement as to the characteristic qualities of the two types of experience was finally attained; a sound of a "ringing" nature was described as "tone," while a "click" or "thud" was "no-tone." Once this was established the threshold appeared relatively constant. Other factors appearing important in determining the results in the case of more than one subject were: apparent intensity differences, physiological factors, assurance as to correctness of judgment, expectation and com-

parison, affection, and attention. Individual differences, in general, were greater than variations in judgment of individual subjects.—*D. E. Johannsen* (Wellesley).

1896. Imbert, —. *La chromoptométrie*. (Chromoptometry.) Thèse de Méd. de Montpellier, 1928-1929.—A study of the chromatic aberrations of the eye and the rôle of chromatism of the eye in accommodation.—*Math. H. Piéron* (Sorbonne).

1897. Johnson, H. M. Some properties of Fechner's "intensity of sensation." *Psychol. Rev.*, 1930, 37, 113-123.—Assuming, with Bridgman, that every concept is to be defined in terms of a set of operations, then if two distinct sets of operations are involved, they necessarily define two distinct concepts. Applying this logic to the concept of Fechnerian intensity of sensation, it is found to be the result of three mathematical operations made on two physical measurements, one of which is selected for treatment by a social criterion; hence it cannot be equivalent to introspectional intensity of sensation, for which there exists no defining set of operations. Moreover, in the gamma system of numbers, defined by Fechner's *Massformel*, the first member denotes absolute nullity, and every other denotes infinity. Hence all comparisons of the magnitudes denoted by them are meaningless.—*A. G. Bills* (Chicago).

1898. Karwowski, T. The dimming effect. *Psychol. Bull.*, 1930, 27, 86-95.—An historical review of 19 experimental and theoretical treatments of the phenomena of negative after-images observable on a background of the original stimulus in an altered intensity.—*J. F. Dashiell* (North Carolina).

1899. Maret, P. *Etude critique des différentes méthodes employées pour la recherche du Daltonisme*. (A critical study of the different methods used in researches on Daltonism.) Thèse de Méd. de Strassbourg, 1929.—*Math. H. Piéron* (Sorbonne).

1900. Murray, E. Color problems: the divergent outlook of physicist and psychologist. *Amer. J. Psychol.*, 1930, 42, 117-127.—The author points out the misconceptions under which psychologists frequently labor, because of the distortions which the complex facts of vision have suffered at the hands of physicists. Using color blindness as an example, Murray shows how the various color theories have handled the same facts (supposedly) and come out with entirely different results; the terminology used frequently gives the reader an entirely false concept of the phenomena described. Another stumbling block is the physicist's inability to grasp the difference between "chroma" or "saturation" and "brightness" or "intensity," and to use the words accurately. The literature on macular pigmentation and visual purple is full of uncorrected inconsistencies of expression and real misunderstanding of the phenomena. The slipshod way in which the physicist frequently reports the conditions of experimentation is also mentioned, e.g., failure to state whether foveal or peripheral areas were stimulated, use of widely different wave-lengths for normal and comparison curves, failure to state the general illumination and subject's state of adaptation during the experiment, too few subjects, etc. The unreliable ex-

perimental techniques used are also commented on. In conclusion the author urges that experimenters in this very complex field use to the full their knowledge of the psychological organism, and be ever on the alert for the emergence of perceptual factors, or a patterning of the stimulus field suggesting perspective or figure and ground, with its resultant shift of values. "Such records, in terms of hue, brightness, and chroma, should afford a new and much needed insight into the color worlds of aberrant cases, and provide a valid basis for a rating schema for use in qualifying observers for visual problems."—*D. E. Johannsen* (Wellesley).

1901. Richter, H. *Über die Entstehung der Farben des Tapetum lucidum und die Unterscheidung zwischen Tapetum cellulosum und fibrosum in den Augen von Haussäugetieren*. (On the origin of the colors of the tapetum lucidum, and the differentiation between tapetum cellulosum and fibrosum in the eyes of domestic mammals.) *Graefes Arch. f. Ophth.*, 1929, 121, 497-503.—To the views of Roggenbau (see II: 2454) various objections are made, some of these being histological: there is no fundamental difference between the tapetum cellulosum and the tapetum fibrosum. Richter holds that the colors of the tapetum are due to diffraction by fine gratings.—*D. McL. Purdy* (Kansas).

1902. Squires, P. C. A criticism of the configurationist's interpretation of "structuralism." *Amer. J. Psychol.*, 1930, 42, 134-140.—The author criticizes the Gestalt psychologists for their overlooking of the fact that the psychologists called "structural" have always recognized experience as a complex, a whole. No structuralist would claim that the elements exist except by virtue of experimental abstraction. Quotations from Wundt, Külpe, and Titchener are given, which show that they look on experience as a meaningful composite, and that they emphasize the abstract nature of sensations. The Gestalt psychologists are also criticized for explaining everything on the basis of "insight," and for trying to push every problem back to the central nervous system, where, because of lack of exact knowledge, little can be disproven.—*D. E. Johannsen* (Wellesley).

1903. Tinker, M. A., Roberts, D., & Jackson, H. Definite and indefinite preparation in the visual apprehension experiment. *Amer. J. Psychol.*, 1930, 42, 96-100.—This study was undertaken to determine the relative efficiency of apprehension with definite and indefinite preparation. The time between the ready signal and the exposure in the definite series was 2 sec., and in the indefinite series times of 2, 4, 8, 12, 16, 20, 24, and 32 sec. were used. The stimulus was each time a card with 7 consonants on it, presented for 120 σ in a Whipple disk tachistoscope. There were 200 different stimulus cards presented in irregular order. The definite preparation series consisted of 100 presentations; it was given first, to permit the subjects to adapt themselves to the situation and to form a comparison for the different times of indefinite preparation. There were 100 presentations under each time for the indefinite preparation series. The results show only one time difference (that be-

tween 2 sec. and 12 sec. interval for one subject) which is statistically reliable. The rest all show that visual apprehension is equally efficient under either method of presentation, the differences between the times being statistically insignificant.—D. E. Johansson (Wellesley).

1904. Travis, B. C. Reciprocal inhibition and reinforcement in the visual and vestibular systems. *J. Exper. Psychol.*, 1929, 12, 415-430.—The problem is the effect of vestibular stimulation (rotation) on ocular pursuit, and of ocular pursuit on vestibular stimulation. The technique and apparatus employed are variants of those previously described by Travis and Dodge, *Psychol. Monog.*, 1928, 38, 1-96. When ocular pursuit of a slowly oscillating object was opposed to the vestibular reflex, initiated by rotation of the body, the visual cues resulting from the antagonism reinforced the vestibular data as indicated introspectively and by the adequacy of voluntary manual response. When the pursuit was in harmony with the vestibular reflex, the resulting visual cues seemed to inhibit the vestibular data. In this case average normal pursuit latency decreased about 50% and corrective eye movements decreased about 40%. When pursuit and vestibular reflex were opposed, the pursuit latency increased 55% and corrective eye movements increased about 40%. Hallucinations of movement of both body and visual object were conspicuous in the majority of periods of physical stillness interposed in the daily experiments. The problem of the integration of faint stimuli in eliciting positive and negative responses is raised. The writer hints at the possibility of a central supplementation of peripheral excitatory processes, each of which may predominate alternately under appropriate conditions.—S. Renshaw (Ohio State).

1905. Urban, F. M. The future of psychophysics. *Psychol. Rev.*, 1930, 37, 93-106.—The immediate results of psychophysical experiments are numbers of relative frequency of the different judgments. But these require treatment in terms of statistical formulae, whose applicability introduces possibilities of serious error; compare Lagrange's formula, the series of phi-functions, etc. A definite hypothesis about the psychometric function is implied if results are adjusted according to some particular function; compare the phi-gamma hypothesis and Pearson's formulae. Boring's scepticism about a generalized psychometric function does not preclude seeking particular expressions which can satisfy certain classes of experiments. Contrary to Wirth's view, the author regards the threshold hypothesis as superfluous in psychophysics, and hence outlines a future textbook, *sans* threshold, as follows: It will begin with a careful analysis of introspection and its importance; then a searching scrutiny of the numbers of relative frequency; then a theoretical presentation of the psychophysical method, which will doubtless remain unchanged, though the number of problems accessible to exact treatment will increase greatly. Processes heretofore unanalyzed, like fitting of eyeglasses, will be treated. Both rough and refined formulae will have a place. Finally, there will be a description of results obtained. Two outstanding contributions, il-

lustrating different methods of achieving progress, have appeared recently. Culler's is a model of the careful experimental method; Lufkin's involves the perfection of a new method of calculation.—A. G. Bills (Chicago).

1906. Voss, W. Das Farbenhören bei Erblindeten. (Colored hearing in persons who have lost their vision.) *Arch. f. d. ges. Psychol.*, 1929, 73, 407-524.—Eight youths, between 15 and 20, who had lost their vision were asked to describe their visual images when they heard noises and tones. These free observations were supplemented by experiments in which such noises were presented as rolling and falling balls and also the tones of bells, a piano, an organ, and other musical instruments. A primary classification of the visual images thereby produced is that of forms of real objects and of purely subjective forms. The former are the things that actually produce tones; they are merely reproduced memory images. The latter, the photisms, are created by the subjects; here the materials of two senses fuse into one unified form of specific structure. The photisms are definitely related to various aspects of the auditory sensations. They decrease in size with the increase in pitch and the decrease in intensity. In regard to color it was found that with low tones brown and red usually occurred, while there was no agreement in the case of high tones. Increase in brightness went along with rising pitch. The rest of the monograph contains a description of photisms of writing, of the names of the days and months, the numbers, names of certain cities, and some given names. 12 colored plates.—K. F. Muenzinger (Colorado).

[See also abstracts 1919, 1920, 1922, 1952, 1954, 2197.]

FEELING AND EMOTION

1907. Bräutigam, H. Wesen und Entstehungsort des Gefühls. (Nature and place of origin of the feelings.) *Zsch. f. d. ges. Neur. u. Psychiat.*, 1930, 123, 56-67.—In ethics sympathy, for example, consists of two components, one belonging to the sphere of understanding and one to the sphere of feeling. Accordingly disturbances of feeling take place in diseases of the cerebral cortex and in affections of the optic thalamus. Three main groups of feelings can be differentiated, according to the direction from which the influences acting upon the thalamus come. (1) Those mediated through the sympathetic system: hunger, thirst, sexual desire, discomfort, satisfaction, gratification; the so-called "drives." (2) Excitations aroused directly by sensory nerves passing through the thalamus: pain and pleasure, the feeling of pleasure which we experience in music and art. (3) Excitation of the thalamus by the understanding: sympathy, anxiety, fear, etc., with their accompanying somatic phenomena such as palpitation of the heart, difficulty in breathing, blushing, etc.; the so-called affects belong here. The affects are a production of the region of the unconscious; their place of origin is the thalamus.—A. Römer (Leipzig).

1908. Danville, G. *La psychologie de l'amour*. (The psychology of love.) Paris: Alcan, 1929. Pp. 180. 10 fr.—In the first place the author proceeds to confront theories with facts. He classifies the various manifestations of the sexual instinct from which love is derived, and he then analyzes the phenomena peculiar to love alone. He draws the following conclusion: "Love is a specific emotional entity consisting in a more or less permanent variation of the affective and mental state of a subject on the occasion of the realization—through a fortuitous setting up of a specialized mental process—of a conscious and exclusive systematization of one's sexual instinct in respect to an individual of the opposite sex. Ordinarily this phenomenon does not take place without a heightening of desire." No bibliography.—*Math. H. Piéron* (Sorbonne).

1909. Jones, H. E., & Jones, M. C. Genetic studies of emotions. *Psychol. Bull.*, 1930, 27, 40-64.—A review of 142 titles covering wide ranges of the field. Under methods are summarized: individual case studies; questionnaires; trait ratings; inventories of child behavior; method of repeated short samples; paper-and-pencil tests; tests of emotional responses in laboratory situations; instrumental procedures; co-twin control. Evidences as to primary emotional patterns, pro and con, are summarized; as are also studies on modification of emotions, periodicity in development of emotions, emotional "types," related variables in emotional development, and functional significance of the motions. A summarizing rather than a critical review.—*J. F. Dashiell* (North Carolina).

1910. Meltzer, H. The present status of experimental studies on the relationship of feeling to memory. *Psychol. Rev.*, 1930, 37, 124-139.—The author has compiled a chronological table of all experimental investigations of the relationship of feeling to memory, numbering 26. The table lists investigator and date, subjects, methods, results and conclusions, and an evaluation. In summarizing the present status, he points to the contradictoriness of the evidence, from (1) results favoring pleasantness, (2) results favoring unpleasantness, (3) results favoring either hedonic tone over neutral tone, (4) results favoring neither hedonic tone, to (5) indifferent results. Errors have resulted from laboratory artificiality, prejudice for and against Freud, faulty methodology, as questionnaire method, etc., and assumption that subjects have an equal number of pleasant and unpleasant occurrences. Progress would be helped by "a redirection of emphasis from classification and interpretation in terms of preconceived theories to the measurement of realities."—*A. G. Bills* (Chicago).

1911. Pende, N. Les tempéraments endocrino-sympathiques et les biotypes psychiques. (Endocrino-sympathetic temperaments and psychological biotypes.) *Pour l'ère nouvelle*, 1929, 8, 258-259.—There are two fundamental types: the type with a temperament characterized by an exaggerated functional tonus of the sympathetic system and the auxiliary glands, corresponding to a mental biotype which is hyper-emotional, unstable, aggressive, and

little resistant, having a synthetic mentality; and the type with a temperament characterized by a hyper-functioning of the parasympathetic system, corresponding to the mental biotype which is hypo-emotional, hypo-reactive, having an analytic mentality.—*Math. H. Piéron* (Sorbonne).

1912. Volkelt, J. Versuch über Fühlen und Wollen. (Essay on feeling and willing.) Munich: C. H. Beck, 1930. Pp. 131.—Through his analysis of joy and sorrow the author concludes that the emotions are not only composed of pleasantness-unpleasantness, images, and all kinds of organic sensations, but that their nucleus is to be found in a peculiar experience of totality. The name "feeling" may be given to this direct intimacy with one's own self. Pleasantness-unpleasantness is a mere tone of consciousness. It can unite with every conscious act or content. Consequently, pleasantness and unpleasantness belong to a different plane than that of "feeling." The analysis of willing is also in opposition to the numerous attempts to resolve it into different adjustment-attitudes (images, pleasantness-unpleasantness, sensations of movement, etc.) without recognizing anything characteristically volitional. The author sees the essence of willing in the set toward realization. Without the experience of this orientation toward accomplishment there is no will. This takes a dual form: either as experience of the pure tendency toward realization or as the experience of realizing as such. The former is striving (as desire and wish), the latter is willing in the narrower sense (to which belong not only the will to action, but also the decisions). Throughout the entire volume runs the conception of a conscious ultimate. What the author has conceived as the core of feeling and willing are conscious ultimates in the most general sense. The writer understands by this term an attitude which is not reducible to other qualities, nor constituted by them.—*J. Volkelt* (Leipzig).

1913. Westburgh, E. M. Psychogalvanic studies of normal and abnormal subjects for the purpose of determining the reliability of the galvanometer in investigating the emotions. *Arch. Neur. & Psychiat.*, 1929, 22, 453-468.—The psychogalvanic reflex is related to affective responses and the galvanometer lends itself well to an investigation of the emotions. Conditions of the experiment should be well standardized as to temperature, solution temperature, etc. The following generalizations can be made by comparing a group of normal adults and a group of psychotic patients: there were no significant differences in resistance for the various groups; the resistance increases in most cases as the experiment continues; with marked increase in resistance there is a decrease in deflection and vice versa; a stimulus usually causes a decrease in resistance; a galvanic deflection to large bodily movements is recognizable and is in the same direction as affective responses; some habituation phenomena take place in normal subjects and slightly in patients whose condition has not changed; tension and anticipation appear to be factors only in so far as they induce affective states.—*E. C. Whitman* (Boston Psychopathic Hospital).

1914. Wittkower, E. Über affekt-somatische Ver-

änderungen. 2. Mitteilung: Die Affekt-leukozytose. (On bodily changes in emotion. Part II: The effect of emotions on the leucocytes.) *Klin. Woch.*, 1929, 8, 1032.—The author finds that the emotions of joy, fear, rage, jealousy, when aroused through hypnotic or post-hypnotic suggestion, produce a noticeable increase in the number of leucocytes in the blood. This effect is produced via the sympathetic and parasympathetic systems.—R. H. Waters (Arkansas).

1915. Young, P. T. *Studies in affective psychology.* *Amer. J. Psychol.*, 1930, 42, 17-37.—VIII. *The scale of values method.* Using 32 chemically pure substances and an empty bottle as control, the subject was required to make an immediate judgment as to the affect the odor produced, according to a scale of values running from -5 (very great displeasure) to +5 (very great pleasure), with 0 the indifference point. The odors were presented in haphazard order to 17 subjects from a class in experimental psychology. The results indicate that although some odors are inherently pleasant and others inherently unpleasant, the variability in judgments is not uniform. In order to determine whether the judgments of the same person would be constant from day to day, 2 subjects made the affective judgments on 12 successive days; a definite uniformity in the judgments appears. The remainder of the article is a consideration of the difficulties, theoretical and practical, which prevent the determination of norms for like and dislike. In the first place, the affective judgment is equivocal regarding the existence or non-existence of felt experience; in the second place, the judgment depends to some extent upon the subject's attitude towards the scale of values. This experiment, together with certain others in the field, indicates that there is a rather general preference for certain categories of judgment on the scale of values, e.g., the preference for round numbers. This type of scale may be applied in determining the affective evaluation of objects (of practical but not of theoretical significance), and in the study of individual and group differences in affective reaction, for the general mood of a person appears to be reflected in the kind and number of judgments given. IX. *The point of view of affective psychology.* A brief discussion of the nature of felt experience; the two theories that pleasantness and unpleasantness are attributes of sensation and that they are stateable as meanings are rejected on the basis of the criticisms of Külpe and Yokoyama respectively. The theory that they are sensations in the pressure group is considered and criticized. The non-sensational view is also considered, i.e., the report of the experience in functional terms, "I like it," etc. The author concludes that both approaches to the problem are valid and deserve further consideration. X. *Some general conclusions.* Considering the whole series of studies on affective psychology, the author decides that the facts of affective psychology are made before the experiment begins, by the training, education, and theoretical views of the subjects; there are no facts independent of the observer. In general, the author feels that both the sensationalistic and the functionalistic approaches demand consideration, and the recognition of the principle that the facts of observation are

completely relative to the past history of the subject brings to light a fundamental principle of nature.—D. E. Johanssen (Wellesley).

[See also abstract 1985.]

ATTENTION, MEMORY AND THOUGHT

1916. Ach, N. *Zur Frage der Enge des Bewusstseins.* (The question of the narrowness of consciousness.) *Arch. f. d. ges. Psychol.*, 1930, 74, 261-274.—This article contains a reply to Mager's article of the same title (see IV: 1924) in which he criticizes Schulze's experiment which was performed under the author's direction and which produced results contradicting those of Mager's experiment. Mager had found that with a few exceptions two simple intellectual tasks could not be performed simultaneously by his subjects, while Schulze in repeating the experiments found that in 90% of all cases such a simultaneity was possible. In explaining these incongruous results Ach assumes that the discrepancy is due to the instructions given by Mager to his subjects. He also considers Mager's method not only inadequate but useless.—K. F. Muensinger (Colorado).

1917. Cheng, N. Y. *Retroactive effect and degree of similarity.* *J. Exper. Psychol.*, 1929, 12, 444-449.—When 10 to 12 nonsense syllables were learned "by the anticipation method" and tested by saving and per cent of correct "anticipations," it was found that degree of retroaction varied with the experimental conditions and methods. When "measured by the saving method both experiments show that the retroactive effect exhibits a slight tendency to decrease with the increase of similarity"—yet "not marked enough or consistent enough for a definite conclusion."—S. Renshaw (Ohio State).

1918. De Gaultier, J. *Les systèmes préhenseurs et la mémoire.* (The prehensile systems and memory.) *Psychol. et vie*, 1929, 3, 224-225.—*Math. H. Piéron* (Sorbonne).

1919. Eliasberg, W. *Über Schwierigkeit und Ausschlusslichkeit im Seelischen.* (Difficulty and exclusiveness in mental life.) *Arch. f. d. ges. Psychol.*, 1930, 74, 173-200.—This investigation is concerned with the difficulty of intellectual processes and the compatibility of simultaneous processes. The experiment consisted in simultaneously presenting to the subjects two disparate stimuli, tactile and optical. The task in regard to the tactile stimulus was unvarying—was the stimulus stronger, weaker or equal?—while in regard to the optical stimulus it varied in difficulty—reading of numbers, problems in arithmetic, word completion, sentence completion, etc. The time of performing the tasks was measured and the subjects were also required to report their introspections according to definite instructions. Simultaneous performances were possible in 42.7% of all cases. The tasks of a strictly logical kind proved to be the most difficult. There was no consistent correspondence between such objective criteria of difficulty as increased spread of time measurements and increase of errors. Time was found to be a better objective criterion of difficulty than the number of

errors. There is one type of subjects whose quality of work does not decrease with increasing difficulty, although their time increases.—K. F. Muensinger (Colorado).

1920. Fuchs, P. *Experimentelle Untersuchungen zum Problem der Auffassung. I. Teil. Über die Auffassung sinnloser Figuren.* (Experimental investigations concerning the problem of apperception. Part I. The apperception of meaningless figures.) *Arch. f. d. ges. Psychol.*, 1929, 73, 257-368.—The introductory section presents a criticism of Gestalt psychology and a defense of a psychology of elements. It is claimed that the latter in the sense of a synthesis by mere summation of elements is a pure fiction of the Gestalt school. A psychology of elements, aiming at a causal explanation of the relationship between parts and wholes, necessarily moves upwards, i.e., from elements to configuration, and is thus capable of giving a satisfactory account of wholes as well as of parts. The next section contains a historical discussion of the concept of apperception, at the end of which the author proposes to use the term *Auffassung* (also meaning apperception) to denote more specifically the concrete objectification of the contents of perception. The experiment consisted in presenting meaningless figures, two at a time, for 2 seconds and after a pause of 4 seconds another figure of which the subject had to say whether or not it had been presented before. The introspections of the subjects showed that absolutely meaningless material was not apperceived (*aufgefasst*); only in so far as the subjects were able to discover meanings in parts of the material was apperception possible. In order to study this process in its final phases the author proposes to use material which possesses concrete meaning, although such meaning need not be immediately given. His next experiment therefore aims to employ expressionistic pictures.—K. F. Muensinger (Colorado).

1921. Griolet, S. *Sur la loi de l'oubli et sur l'arbitraire possible des formules mathématiques en psychologie.* (On the law of forgetting and the possible arbitrary use of mathematical formulae in psychology.) *Rev. phil.*, 1929, 54, 418-428.—The author formulates his law of forgetting thus: normal forgetting is proportional to a root of the time elapsed. The index of the root is determined by the values of the durations of the experiences, and it should mark the degree of the strength or feebleness of the physiological memory of the subject.—Math. H. Piéron (Sorbonne).

1922. Guratzsch, W. *Das Klarheitsrelief der Gesichtsempfindungen unter dem Einfluss der willkürlichen Aufmerksamkeit.* (Gradations of clearness in visual sensations under the influence of voluntary attention.) *Arch. f. d. ges. Psychol.*, 1929, 70, 257-310.—The projection perimeter of Wirth was modified to study gradations in clearness through the visual field. The subjects were four university students. They were required to fixate the center of the perimeter with both eyes. Clearness was then measured by determining the DL for the intensity of points of light projected at various points on the perimeter. The reciprocal of the average threshold

of 20 points on the perimeter was taken as a measure of clearness. Gradations of clearness throughout the field were studied (1) with attention distributed over the entire visual field, (2) with attention concentrated on the center of the field, (3) with attention concentrated on a side point. Condition (1) gave the best average clearness. When attention was concentrated on a single point, the loss of clearness in the rest of the field was greater than the gain in clearness for the region observed; and the loss of clearness varied directly with distance from the point observed. Many individual differences were found between the four subjects used.—P. H. Furfey (Catholic University).

1923. Lunk, G. *Die Stellung der Assoziation im Seelenleben.* (The rôle of association in mental life.) Leipzig: Klinkhardt, 1929. Pp. iv + 163. M. 6.40.—Since the turn of the century, suspicion concerning the orderly sequence of ideational series has arisen. The opposition of *Geisteswissenschaft* to natural science has led to the notion of regulatives in mental life. A critique of the four Aristotelian "laws" (still transmitted through textbooks) reveals their incompatibility with recent research. Unified dispositions and interests developing from labile associations are seen as the basic elements in mental and personal life. Class experiments on contiguity and similarity form the starting-point of a new formulation of associationist theory which aims to unearth the dynamic forces in intellectual life. The greater the uniformity of ideational sequence the more primitive are the associations; the higher the mental level the more the experiential links serve merely as raw material for the personal fashioning of a pattern of living and thinking. "In the transformation of primary experience and in the secondary association of ideas we observe the decisive change from the associative to the spiritual type." Only by this agency is the guiding rôle of intellect maintained, and an inner determination substituted for a mechanically-conditioned causality.—G. Lunk (Munich).

1924. Mager, A. *Zur Frage der Enge des Bewusstseins.* (The question of the narrowness of consciousness.) *Arch. f. d. ges. Psychol.*, 1930, 74, 163-172.—The author replies to Schulze's criticism of his own work by insisting that Schulze failed to see the real problem, which was to find out whether or not two acts of consciousness, such as judging, could occur simultaneously. Even Schulze found, in agreement with the author, that only one act can be experienced at one time. But he also makes the contradictory statement that two disparate stimuli can be perceived and judged simultaneously. This the author denies, unless Schulze refers only to associative judgments that are fairly automatic. (See also IV: 1927, 1916).—K. F. Muensinger (Colorado).

1925. Masson-Oursel, P. *Les images selon la pensée indienne.* (Images according to Indian thought.) *J. de psychol.*, 1929, 26, 790-796.—Dreams, according to the authorities in the Vedas, admit the individual into a reality as objective as that of perception. In Hindu thought there is no distinction between impression, sensation, and perception. These are not apprehended as a result of sensory

stimulation but by the mind directly. Hindu psychology, the author points out, is metaphysical rather than empirical. A species of act psychology is also apparent.—*N. L. Munn* (Pittsburgh).

1926. Meyerson, I. *Les images*. (Images.) *J. de psychol.*, 1929, 26, 625-709.—The author gives a very comprehensive survey of all the work that has been done on imagery. He points out that the word "image" is used in a number of senses. Six of these meanings are discussed. There follow discussions of imagery and thought; the form, totality, and continuity of images; images and conscious attitudes; images and meaning; the characteristics and rôle of imagery; the relation of the image to perception and sensation; and the classification of images. The subjective and personal nature of imagery is stressed. Imagery, for the author, is closely related to thought. He says, "Images are of thought, they are a figuration of thought, they are its tokens. They are the successive forms that thought essays, rejects, essays anew, . . . more or less expressive symbols . . . more or less suggestive. . . ." There is a bibliography of 138 titles.—*N. L. Munn* (Pittsburgh).

1927. Pauli, B. *Die Enge des Bewusstseins und ihre experimentelle Untersuchung*. (The narrowness of consciousness and its experimental investigation.) *Arch. f. d. ges. Psychol.*, 1930, 74, 201-257.—This article contains a review of the experimental work on the problem of the narrowness of consciousness, which is as old as psychology. Aristotle asked whether it was possible to have two perceptions at the same time. The problem was not attacked experimentally, however, until recent times. The author distinguishes two phases of experimental work. During the first phase Paulhan, Binet, and Vogt investigated the disturbances during simultaneous processes of a continuous kind such as the solving of problems in arithmetic and the reciting of poetry. In the second phase Pauli, Mager, Eliasberg, and Schulze substituted two very short tasks in disparate sensory fields for the continuous processes in order to avoid the wandering of attention and the automatization of processes. The various experiments of these investigators are presented and evaluated. 28 references.—*K. F. Muenzinger* (Colorado).

1928. Pèrès, J. *Sur une certaine sorte de représentations libres*. (A certain species of free representation.) *J. de psychol.*, 1929, 26, 797-802.—There is a description of, and an attempt to explain, certain memory images of sudden appearance that are "out of relationship with the actual content of consciousness . . . appearing and disappearing immediately." Explanation is in terms of a "mental reflex."—*N. L. Munn* (Pittsburgh).

1929. Skaggs, E. B. *The major descriptive categories of inhibition in psychology*. *J. Abn. & Soc. Psychol.*, 1929, 24, 310-317.—This paper attempts to present a systematic classification, on a purely descriptive level, of various forms of inhibition which may be found in the study of psychology. Holding that the concepts of inhibition and facilitation should be considered as corner-stones of psychological discussion, the following categories have been suggested: I. Voluntary or active or willed in-

hibition: A. of images or ideas in recall, B. of sense-presentations, C. of motor activity. II. Involuntary or passive inhibition: A. operative at the time of learning: 1. associative inhibition, 2. retroactive inhibition, 3. affective or emotional inhibition; B. operative during the process of recall (reproductive): 1. cognitive or intellectual interferences, 2. emotional or affective interferences; C. sensory inhibition: 1. negative, passive attention-inhibition, 2. reciprocal sensory inhibition; D. motor inhibition.—*C. H. Johnson* (Boston Psychopathic Hospital).

1930. Weber, C. O. *The experimental derivation of a new formula for mental work*. *J. Gen. Psychol.*, 1930, 3, 131-149.—In physics the capacity of a moving mass to do work is given by the formula $\frac{1}{2} M \cdot V^2$. Results obtained with four subjects in voluntary muscular movement suggest that the formula involved in mental work is probably different from the physical formula; and that in mental work the relation between the mass moved, the time consumed, and the distance traversed, is given by the formula $\frac{1}{2} M \cdot \sqrt{V}$.—*H. Cason* (Rochester).

1931. Winsor, A. L. *Experimental extinction and negative adaptation*. *Psychol. Rev.*, 1930, 37, 174-178.—The author criticizes Woodworth's distinction between "extinction" and "negative adaptation" as different forms of learning, and argues that, in the latter, there is always the extinction of a response, probably conditioned. The term "negative adaptation" is shown to be improper, since it means less perfect adjustment.—*A. G. Bills* (Chicago).

[See also abstracts 1910, 1935, 1941, 1949, 2023.]

NERVOUS SYSTEM

1932. Coombs, H. C. *Effect of division of dorsal roots of cervical nerves upon diaphragmatic movements*. *Proc. Soc. Exper. Biol. & Med.*, 1929, 27, 196-197.—Section of the vagi in cats results in reduction of respiratory rate and of amplitude of diaphragmatic movements, with increase in depth of costal movements. Subsequent section of the dorsal cervical roots causes little further change in either. When the cervicals are divided first, the rate is slowed, and amplitude of diaphragmatic movements reduced. Subsequent section of the vagi produces little change in rate. Section of thoracic interoostal dorsal roots, following cervical division, reduces costal and increases diaphragmatic movements.—*H. R. Thompson* (Stanford).

1933. Kayser, —. *Contribution à l'étude du mécanisme nerveux de la régulation thermique*. (A contribution to the study of the nervous mechanism of thermic regulation.) Thèse de Méd. de Strasbourg, June, 1929.—In the diencephalon region there is a collection of cells which are connected with other cells of sympathetic origin and which appear to make up the center of thermic regulation. However, thermic regulation cannot be considered as an independent function, for it is intimately linked with the regulation of hydration equilibrium. A bibliography is given.—*Math. H. Piéron* (Sorbonne).

1934. Lapique, L. *L'orientation actuelle de la physiologie*. (Present-day orientation in physiol-

ogy.) *Rev. phil.*, 1930, 55, 1-22.—The article is an address delivered before the philosophy division of the Ecole Normale Supérieure. Lapique gives special emphasis to the question of nervous impulse.—*Math. H. Piéron* (Sorbonne).

[See also abstracts 2006, 2030, 2031.]

MOTOR PHENOMENA AND ACTION

1935. Dwelshauvers, G. *Le rôle du mouvement dans l'apprentissage du dessin.* (The rôle of movement in learning a design.) *Psychol. et vie*, 1929, 3, 194-196.—These experiments were performed on two groups of students, the first from 8 to 10 years of age and the second from 20 to 30. The subjects were presented with a design which was to be reproduced from memory 10 seconds later, the experiment being thus a matter of immediate memory. The eyes and hands of the subjects were held motionless during the presentation of the design. Then the experiment was repeated with a second design of equal difficulty but with the instruction to make use of movements of the hands and arms. The results show that motor memory aids visual memory in the reproduction of figures, and consequently, in the teaching of design.—*Math. H. Piéron* (Sorbonne).

1936. Freeman, G. L. *The influence of attitude on learning.* *J. Gen. Psychol.*, 1930, 3, 98-112.—Four subjects were used in a study of the formation of associations between four common musical chords and four reaction keys, under varying conditions. The results suggest that mere repetition is not economical in learning complex material, and that an attitude of insight is desirable.—*H. Cason* (Rochester).

1937. Gasser, H. S. *Contractures of skeletal muscle.* *Physiol. Revs.*, 1930, 10, 35-109.—A detailed review of the literature on contracture, including fatigue and drug effects and metabolism during the incomplete muscular relaxation. Bibliography of 269 titles.—*O. W. Richards* (Clark).

1938. Gies, K. *Experimentelle Untersuchungen über den Willen mit Berücksichtigung der Entstehung des Bewusstseins der Willensfreiheit.* (Experimental investigations of the will with a consideration of the genesis of the consciousness of the freedom of the will.) *Arch. f. d. ges. Psychol.*, 1930, 74, 1-96.—This study is concerned with an introspective analysis of acts of choice, the experience of freedom, and the consciousness of the ego in acts of the will. The subjects were given certain choices of movements with an ergograph and a kinematometer. As regards the relation of acts of choice to previous decisions the reports showed that the will to choose may arise entirely within the experimental situation, or it may depend on the instructions given by the experimenter, or the attitude of the subject, or other previous acts of will. As regards the experience of freedom the reports showed that the awareness of freedom depends upon reference to the active ego as the really decisive factor while other determining factors are not recognized by the subject. The awareness of the ego has various components, such as the awareness of one's own body and the aware-

ness of the ability to act freely; it does not always appear in acts of choice, but only if the experience is a very active one, or if there is an inhibition during the process of choosing, or if a situation exists that is significant for the personality.—*K. F. Muenzinger* (Colorado).

1939. Hahn, A. *Die Steigerung der geistigen Leistungsfähigkeit.* (The advancement of mental efficiency.) Leipzig-Zürich: Grethlein, 1929. Pp. 260.—This book is based on the thesis that the mental work of most moderns is still as primitive as the work methods of medieval mining and weaving. The mind is permitted to work in unhealthy workshops without the will toward betterment or economy of output. But just as we are now in an epoch of the voluntary modelling of our own bodies, so we shall have a voluntary shaping of our own spirits. All human evolution indicates that mind is conquering the domain of the subconscious. This advance to a clear conscious mental life can be facilitated through varied practice and the different mental functions such as intelligence, judgment, memory, will, etc., can be enhanced to a remarkable degree. In the social sense, this connotes a release from the accident of talent; in the personal sphere, it involves an elevation of the intensity of living. The volume offers many practical hints and exercises for the accomplishment of this goal.—*A. Hahn* (Berlin-Schöneberg).

1940. Lund, F. H. *Physical asymmetries and disorientation.* *Amer. J. Psychol.*, 1930, 42, 51-62.—The problem was to find an explanation for deviations from straightness when walking forward blindfolded. 125 subjects were tested by putting them at a starting point and pointing out the objective 300 ft. away and directly in front of them; they were then blindfolded and instructed to walk straight toward the goal; six records were obtained for each subject. It was found that the line of progress was usually a more or less uniform curve to right or left. In order to check on the nature of the deflection, 75 subjects who showed the greatest consistency in right or left veering were required to walk backward. On the same field 200-ft. arcs tangent to the same line were described by radii of 100, 150, 200, 300, 600, and 900 ft. respectively; six were drawn to the right and six to the left. Starting with the outer arcs the subject was then led alternately over the arcs and the straight path, and asked to judge whether he was being taken to the right or left or straight ahead. It was thus possible to determine the approximate norm of deflection of a given subject. The results show a certain amount of consistency in the direction and amount of deviation for each subject. Since the most likely explanation of the functional asymmetry appeared to be a corresponding structural asymmetry, the subjects were all measured for handedness, eyedness, length of arms, length of legs, and posture. From the measurements the functional unilateral dominance appears dependent on the structural unilateral dominance. From the introspective reports it appears that an individual's "sense of direction" may best be conceived as a mental set or a contextual form of awareness pertaining to the

relation between bodily position and the environmental lay-out.—D. E. Johansen (Wellesley).

1941. McGeoch, J. A., & Melton, A. W. The comparative retention value of maze habits and of nonsense syllables. *J. Exper. Psychol.*, 1929, 12, 392-414.—Is it true that "motor skills" suffer little decrement with time in which there is no practice, whereas verbal ones suffer large losses (i.e., "forgetting")? The authors guess that "were conditions equated, there would be little difference between the retention values of the two materials (i.e., manual and verbal skills)." This opinion is an outgrowth of an examination of the experimental literature, from which they conclude that losses in skills, "while small, are larger than often interpreted to be" and yet are "relearned with a large percentage of saving"; and that "nonsense syllables are retained much less well than are the acts of skill." The retention values of mazes of three degrees of difficulty were compared with values for lists of 8, 12, and 16 nonsense syllables, learned to the point of one perfect repetition. The saving in trials gave a superiority of 33% to 67% favoring the syllables with a criterion of three perfect relearning trials and 3% to 16% with a criterion of one perfect trial. With saving in entire time or errors neither material was uniformly superior. Degree of retention increases with difficulty of the problem. The authors conclude from their work that there is in it "no evidence for the current generalization that motor habits are better retained than memorial materials."—S. Renshaw (Ohio State).

1942. Schilder, P. Conditioned reflexes. *Arch. Neur. & Psychiat.*, 1929, 22, 425-443.—Analysis of the psychic processes going on, when a conditioned reflex is built up, with five subjects yielded the following results: the initial curiosity and expectation about the experiment disappeared during the experiments; conditioned reflexes appeared only after this curiosity had gone; during the course of the experiment the attention of the subject was more concentrated on the experiment as such; motor adaptation before the beginning of every experiment was visible with one subject only; one subject felt that the arm did not belong to his own personality—an experimental approach to the problem of depersonalization; most of the subjects changed the direction of their attention, as a sort of defense mechanism; in two of the subjects no conditioned reflexes were obtained, but typical psychic processes were conditioned, viz., expectancy and the desire to withdraw; in three subjects the coming of the typical reflex was always preceded by a tendency to withdraw; the withdrawing in the conditioned reflex is certainly in a close relation to the entire motor adaptation of the person; in all subjects the conditioning went as far as the purpose of the experiment; and the psychic tension of the subject creates of course a special attitude of mind. The phenomena here are the same phenomena one observes in animals. Supposedly, during the conditioning of reflexes in animals, similar psychic processes go on.—E. C. Whitman (Boston Psychopathic Hospital).

1943. Seashore, R. H. Individual differences in

motor skills. *J. Gen. Psychol.*, 1930, 3, 38-66.—Fifty men were tested on 8 serial motor performances, and knowledge of results was available throughout the experiments. Reliabilities of the tests averaged .84; and intercorrelations of tests ranged from -.15 to +.63, averaging +.25. A few highly selected athletes excelled on two pursuit tests and were average or slightly above average on the other tests. A few pianists excelled on the serial discrimination and motor rhythm and were approximately average on the remaining tests. Intercorrelations of the separate motor tests with the Thorndike College Entrance Test ranged from -.33 to +.23. Correlation of the Thorndike Test with the battery of equally weighted motor tests gave a coefficient of -.14. The independence of the skills measured in these tests argues against a theory of general motor ability and in favor of specific skills. The theory by which motor skills are determined by a relatively small number of basic motor capacities is open to question.—H. Cason (Rochester).

1944. Spence, K. W., & Townsend, S. A comparative study of groups of high and low intelligence in learning a maze. *J. Gen. Psychol.*, 1930, 3, 119-130.—Preliminary results suggest a positive correlation between intelligence and the ability to learn a maze.—H. Cason (Rochester).

1945. Thomas, M. L'instinct (théories-réalité). (Instinct: theories and reality.) Paris: Payot, 1929. Pp. 335. 30 fr.—Thomas has subjected to the sieve of observation and experimentation all the modern theories on the transitory steps in instincts, the genesis of instincts, the psychological life of insects, the normal activity of organisms, migration of fish, migration of birds, and the rise of intelligence in animals. In the first section he discusses modern theories, pointing out the fact that the germs of these theories are to be found in the writings of the old naturalists. In the second section, apropos of their books, he gives the theories of Paul Marchal, Hachet-Souplet, E. Rabaud, Louis Roule, Cathelin, and G. Bohn. The author considers that the idea of transitory steps in the field of instincts is false. Those instincts which are represented as imperfect are as nearly perfect as others in that they have insured the future of the line and in that, where a real imperfection exists, the individual who has nevertheless arrived at the adult stage, having escaped the dangers presented by this imperfection, has no reason for modifying the hereditary behavior of the species. He rejects, in his conclusion, the theory of descent. A bibliography is given.—Math. H. Piéron (Sorbonne).

1946. Travis, L. E. The complexity of the Achilles and patellar tendon reflex arcs. *Proc. Soc. Exper. Biol. & Med.*, 1929, 27, 173-174.—A number of experimental studies are cited, in all of which the results are taken to indicate that the higher centers are at least a functional part of the lower, and that in the patellar and Achilles reflexes the nervous impulse may travel to certain higher nerve centers.—H. R. Thompson (Stanford).

[See also abstracts 1912, 1913, 1932, 1985, 2025.]

PLANT AND ANIMAL BEHAVIOR

1947. Crozier, W. J., & Navez, A. E. The geotropic orientation of gastropods. *J. Gen. Psychol.*, 1930, 3, 3-37.—The upward, geotropically-oriented creeping of typical tree-snails such as *Liguus*, *Pleurodonte*, and others, including *Cerion*, is governed by the sensible equality of tensions produced through pull of the body upon its supporting elements. This is attested by the control of orientation at will by suitable distortions of these tensions. Interconnections with the mechanism of progression in creeping are discussed. It is pointed out that in *Liguus*, for example, the advance due to one pedal wave is directly proportional to the speed of creeping, the frequency of the waves (in contrast to the situation in *Limax*) being only slightly modified at different speeds of progression. It is not possible to deal, in general, with relations between tension and speed in any simple way. Under water, *Liguus* creeps upward on an inclined surface; but orients downward if an appropriate float gently pulls the shell upward. The latent period for geotropic response, under standardized conditions, in *Liguus*, is a function of the pull which must be supported. An added load reduces it; it is lengthened under water; added loads again reduce it, under water. With the exception of a possible but unproved relationship to reversals of orientation, such as may be induced by supra-optimal loads, there is consequently no room for the assumption that geotropic orientation in these forms is governed, either as to direction, to amount, or to latent period, by the involvement of the statocyst. These facts are entirely consistent, however, with the notion of proprioceptive stimulation, through impressed tensions as the controlling feature in the gravitationally excited orientation of gastropods; the forms mentioned, as also *Onchidium*, likewise show definite relationships between the extent of upward orientation during steady progression and the slope of the supporting surface.—H. Cason (Rochester).

1948. Dennis, W. Sidedness in sleeping position in two species. *J. Genet. Psychol.*, 1930, 37, 162.—2 squirrels and 36 cows were found to show some tendency to a sidedness when in reclining position.—J. F. Dashiell (North Carolina).

1949. Fischel, W. Die tierischen Gedächtnisleistungen. (Animal memory abilities.) *Biol. Zentbl.*, 1929, 49, 291-301.—The methods which have been used by various investigators studying animal memory are surveyed in order to arrive at a classification of animal types on the basis of their level of achievement in problems involving memory. The two broad classes of memory performances are those of the "controlled" type, in which training is in terms of reward and punishment administered in situations of various degrees of complexity, and the "free memory" type. The latter has not been adequately studied, but its presence has been suggested in studies made by other investigators on bees, mice and apes. There are 26 titles reviewed.—E. R. Hilgard (Yale).

1950. Howard, H. E. An introduction to bird behavior. New York: Macmillan, 1930. Pp. 146. \$14.00.—W. S. Hunter (Clark).

1951. Liggett, J. The unit maze: a study in maze method. *J. Genet. Psychol.*, 1930, 37, 163-175.—A unit maze devised to make all parts of the maze of equal difficulty and including doors to prevent retracings, yielded a typical learning curve with as high a reliability as that obtained in the ordinary maze. Errors made at points of choice were found more significant for scoring than those marked for deeper entrance into culs-de-sac. Elimination of errors is influenced by relative positions of the culs-de-sac in the sequential pattern.—J. F. Dashiell (North Carolina).

1952. Merker, E. Einfache Praktikumsversuche zur Beobachtung der Pigmentwanderung in dem Augen von Tagfaltern und Dämmerungsschmetterlingen. (Simple experiments on the observation of pigment wandering in the eyes of butterflies and moths.) *Biol. Zentbl.*, 1929, 49, 186-191.—An apparatus is described and illustrated in which the eye is held for observation beneath the microscope while the controlled light is reflected on it by a mirror. The previous studies of pigment wandering are reviewed.—E. R. Hilgard (Yale).

1953. Munn, N. L. Pattern and brightness discrimination in raccoons. *J. Genet. Psychol.*, 1930, 37, 3-34.—Five healthy well-motivated raccoons, in a series of 950 to 1320 trials in a discrimination box, were able to learn to distinguish a triangle from a square only when there was a definite brightness-difference between the two (one that lay between 33% and 21% of the standard, which was 13.542 millilamberts). Using a modified Yerkes-Watson apparatus, discrimination was tested for geometrical forms (such as a square vs. a cross) that were always equal in area and brightness; but 1200 trials failed to show any sign of learning. Attention is called to the fact that the eye of the raccoon contains no foveal depression, as appears to be true of certain other mammals found impossible to train to pattern discrimination—Johnson's dogs, Waugh's mice, Lashley's rats.—J. F. Dashiell (North Carolina).

1954. Murr, E. Zur Entwicklungsphysiologie des Auges. I: Experimentelle Untersuchungen über den Einfluss des Lichts auf das Wachstum der Sehzellen. (Concerning the developmental physiology of the eyes. I: Experimental investigation of the influence of light upon the growth of retinal cells.) *Biol. Zentbl.*, 1929, 49, 156-173.—Light plays a rôle in the acceleration of the development of retinal cells in the mammals which are born "blind," such as cats, dogs, rabbits. Quantitative results are given of experimental studies upon the eyes of kittens under various conditions of illumination.—E. R. Hilgard (Yale).

1955. Perkins, F. T., & Wheeler, R. H. Configurational learning in the goldfish. *Comp. Psychol. Monog.*, 1930, 7, No. 1. Pp. 50.—The authors wished to determine the ability of the goldfish to respond to one stimulus in its relationship to other stimuli in the total situation. The apparatus was an aquarium with three lighted compartments. These compartments contained food. The fish were dropped, one at a time, into the aquarium in front of the compartments. Some fish were trained to go to the dimly lighted

compartment, some to the compartment of medium brightness, and others to the brightest compartment. After each trial the position of the brightnesses was changed. After the fishes, 42 in number, had learned to select the "correct" compartment with a high degree of accuracy despite the fact that it was constantly changed in position, all three compartments were decreased in brightness. The same relationship still held, i.e., there was still a dim compartment, a medium compartment, and a bright one. The brightest compartment, however, was now no brighter than the medium one had been, etc. The fishes still maintained their discriminations. When the illumination of all three compartments was increased the same type of response was manifested, except that the problem seemed a little more difficult. The conclusions from this study are as follows: (1) Goldfish readily learn to discriminate between different degrees of light intensities (possibly degrees of yellow). (2) These animals seem able to detect a "constant relationship" between the lights when the intensities are shifted upward or downward, thus indicating that their responses are configurational, or structured. *This fact held when the intensities of the lights were constantly changing, that is, when transpositions were made after each trial, so that no combination occurred twice in the same day.* The variables were: position, brightness of individual lights and degree of difference between the lights. (3) There is some evidence that steps in brightness toward the upper range of intensities were harder for the fish to detect than steps toward the lower end of the range. (4) There is evidence that the light of middle intensity, especially under the conditions of constant transposition, functioned as the goal, independently of other goals, or until other goals were established, thus indicating that the fish were neither negatively nor positively phototropic. The "middle" or "center" light, between extremes of strong and weak stimulation, represents the center of an equilibrated system, like the "center" of a gravitation system. By this is meant that the "middle" light functions as the goal the reaching of which, other things being equal, resolves the tension under which the animal behaves. (5) Learning in the goldfish has been described in terms of insight and maturation rather than in terms of "trial and error." The usual criteria of insight are found in the behavior of the goldfish. (6) Learning in the goldfish has been interpreted in terms of the general law of least action. There was a control of temperature and olfactory cues, but the authors do not mention any control of the handling factor.—N. L. Munn (Pittsburgh).

1956. Piéron, H. *Sens statique et géotropisme chez les limaces. Remarques sur la notion de tropisme.* (The static sense and geotropism in slugs. Remarks concerning the tropism concept.) *J. de psychol.*, 1929, 26, 729-731.—The author offers a criticism of the work of Wolf and Cole on geotropic orientation in slugs. He claims that, since slugs lose weight when immersed and still manifest the geotropic response, the mechanism cannot reside in a differential pull on the muscles of both sides of the body. It resides, he thinks, in the statocysts. The "constancy of the absolute limen of differential

sensibility is in accord with a mechanism of statocystic reception."—N. L. Munn (Pittsburgh).

1957. Rhine, J. B., & Rhine, L. E. *Second report on Lady, the "mind-reading" horse.* *J. Abn. & Soc. Psychol.*, 1929, 24, 287-292.—The results obtained in the first test, which seemed to indicate a possibility of direction-giving by telepathy, were not given reinforcement in the second series of tests. Body and whip movements were needed a great deal more in the second than in the first series of tests. The earlier conclusion that Lady was then telepathic seems to be supported in a substantial measure by the later negative findings, but only in so far as they constitute a check or comparison.—C. H. Johnson (Boston Psychopathic Hospital).

1958. Roberts, W. H. *The effect of delayed feeding on white rats in a problem cage.* *J. Genet. Psychol.*, 1930, 37, 35-58.—Four groups of rats were trained in releasing themselves from a problem cage by operating a pendulum device, under four different sets of conditions: with release following upon the key response immediately, after 5 seconds, after 10 seconds, and after 30 seconds. In all groups there was clear evidence of learning, but with increases of delay in feeding there were increasingly long periods of mislearning (due to diversion of attention to irrelevant features), and increasing instability of final learning. Explanation is offered in terms of purposive activity as a tendency to integrate those features of situation and response that attract attention.—J. F. Dashiell (North Carolina).

1959. Van Oordt, G. J., & Bol, C. J. A. C. *Zum Orientierungsproblem der Vögel. Kastrationversuche an Brieftauben.* (Concerning the problem of orientation of birds. Castration experiments on carrier pigeons.) *Biol. Zentbl.*, 1929, 49, 173-186.—The carrier pigeon is characterized by an intense love for its home, and the possibility is suggested that the orientation sense is a subordinate function of the sex glands. The problem of homing is reviewed in terms of previous studies. The present experiment showed that castration did not interfere with the orientation sense of carrier pigeons. The authors do not feel justified in extending this negative finding to the migration of wild birds without further studies.—E. R. Hilgard (Yale).

1900. Von Lengerken, H. *Die Blattschnittmethode des Ahornblattrollers.* (The leaf-cutting method of the maple-leaf roller.) *Biol. Zentbl.*, 1929, 49, 469-490.—Nine figures are given showing the method by which the leaf is cut and rolled by the larva. Comparison is made with the geometrical pattern of the birch roller, and the conclusion is reached that the patterns are fundamentally alike for the two.—E. R. Hilgard (Yale).

1961. Yoshioka, J. G. *Size preference of wild rats.* *J. Genet. Psychol.*, 1930, 37, 159-162.—From a supply of sunflower seeds attacked by wild rats only the smaller seeds had been left uneaten.—J. F. Dashiell (North Carolina).

1962. Young, P. T. *Precautions in animal experimentation.* *Psychol. Bull.*, 1930, 27, 119-120.—Suggestions to psychologists from the chairman of

the Committee on Precautions in Animal Experimentation.—*J. F. Dashiell* (North Carolina).

[See also abstract 1971.]

EVOLUTION AND HEREDITY

1963. Behr-Pinnow, —. *Über Geigenbauerfamilien*. (Families of violin makers.) *Arch. f. Rassen- u. Gesellsch.-biol.*, 1929, 21, 284-310.—(Courtesy *Social Science Abstracts*).

1964. Carelli, A. *Sulla fecondita dei deficienti mentali*. *Dif. Soc.*, 1929, 8, No. 3.—A review of recent literature upon the differential birth rate. The most interesting conclusion drawn by the author is that in families where the father is mentally deficient, the intelligence standard of the mother has little or no influence upon the number of offspring.—(Courtesy *Eug. Rev.*).

1965. Fleming, R. M. *Human hybrids. Racial crosses in various parts of the world*. *Eug. Rev.*, 1930, 21, 257-263.—A critical account of recent studies of human hybrids, including Rodenwaldt on the mestizo families in Kisar, East Indies, Herskovits on racial crosses with American negroes, Dunn and Toxzer on Hawaiians of pure and mixed blood, and Davenport and Steggerda on race crossing in Jamaica.—*B. S. Burks* (Stanford).

1966. Ginsberg, M. *The inheritance of mental characters*. *Rationalist Annual*, 1930.—The author points to the conflicting estimates of the proportion of amentia which is truly genetic, to the vagueness of most pedigree work, to the arbitrary and sometimes varying legal definition of "mental deficiency," and to the impossibility of eliciting from broad statistics the manner of inheritance, and suggests that the facts indicate more than one kind of inherited amentia. Again, he indicates the clinical confusion between the various forms of insanity, and comments on the welter of conflicting opinions as to their causation and genetics. He dismisses the inheritance of special abilities with the sentence, "There would seem to be no satisfactory evidence of the inheritance of special abilities when they have been investigated by modern methods."—(Courtesy *Eug. Rev.*).

1967. Gun, W. T. J. *A brilliant family*. *Eug. Rev.*, 1930, 21, 257-276.—Distinguished descendants of Sir Henry Cromwell (grandfather of Oliver Cromwell) are traced through nine generations.—*B. S. Burks* (Stanford).

1968. Lutz, M. *Pseudologia phantastica*. *Arch. d. Julius Klaus-Stiftung*, 1929, 4, Pt. 2.—The author describes the symptoms of pseudologia phantastica and traces its inheritance, with that of other psychopathic conditions, through a pedigree of four generations. Individual cases are described in detail.—(Courtesy *Eug. Rev.*).

1969. Moore, H. T. *Women's colleges and race extinction*. *Scribner's*, 1930, 87, 280-284.—An inquiry as to whether the tendency to sterility among the graduates of the older women's colleges is connected with the Liberal Arts curriculum. A table of the marriage-rates of the B.S. and Fine Arts graduates of Skidmore shows their marriage-rate at the age of thirty to be slightly higher than that of grad-

uates of the older women's colleges. In a comparison of the younger graduates of Skidmore among themselves, those with combined technical and liberal training marry 20% more frequently than the A.B. students, and the Fine Arts group marries 40% more frequently. Mental tests show the Fine Arts majors to have psychological ratings above the average of the college as a whole, which refutes the interpretation that these differences in marriage rates may be only the expression of a higher natural rate for a less intellectual group. The author suggests that women have, in general, strong art interests, and that this tendency should perhaps be made the corner-stone of sex differentiation in higher education. "If we may grant this apparent difference in favor of woman's greater natural capacity for art interest it would appear logical that when this capacity is given full play in her college education the resulting product will be an alumna who is somewhat readier to face life as a whole, to share such social responsibility as marriage and such personal risk as the bearing and rearing of children, because she will have experienced early in life the intense satisfaction of becoming absorbed in creative work."—*J. C. Spence* (Clark).

1970. Paterson, D. G., & Williamson, E. G. *Raymond Pearl on the doctrine of "like produces like"*. *Amer. Naturalist*, 1929, 63, 265-273.—Pearl's recent arraignment of eugenics on the grounds that eminent men have issued from mediocrity are answered by objective consideration of the data compiled by Pearl to support his contention. The fathers of eminent men whose biographies were culled by Pearl from the *Encyclopedia Britannica* were a superior group as shown by the Barr scale ratings of their occupations. They were not, as Pearl subjectively judged them to be "as fair a cross-section of men in general as one could expect to attain in a sample of forty-eight." There is nothing in Pearl's data that is out of harmony with other research studies in the field of genius.—*B. S. Burks* (Stanford).

1971. Whitney, L. F. *Heredity of the trail barking propensity in dogs*. *J. Hered.*, 1929, 20, 561-562.—When a pure-bred open trailer is mated with a still trailer the progeny are always open trailers. Two F₂ issue of a hound-shepherd cross are described. Segregation is definite, for one inherited the long hair of the shepherd grandparent, but the open trailing of the hound grandparent, while the other inherited the short hair of the hound and the still trailing of the shepherd.—*B. S. Burks* (Stanford).

[See also abstract 2012.]

SPECIAL MENTAL CONDITIONS

1972. Abraham, P. *Figures. Recherches sur la création intellectuelle*. (Faces. Researches on intellectual creation.) Paris: Gallimard, 1929. Pp. 250.—The author has a limited field of material, viz., the face. From a study of its shape and features, he tries to obtain a knowledge of the person to whom it belongs. Thus he studies in turn the following: Bourdelle, Gluck, Lamartine, Carlyle, J. J. Rousseau, Sainte-Beuve, Cagliostro, A. de Lapparent, Mal-

larmé, A. de Vigny, Michelet, Lenin, Bismarck, Claude Bernard, Tamburini, Eugène Fomentin, Gaston Paris, Sigmund Freud, Lord Kelvin, d'Alembert, Lamarck, André Chénier, Necker, Emile de Girardin, Charles Peguy, Auguste Comte, Duchenne de Boulogne, Emil Ludwig, and Manet. No bibliography.—*Math. H. Piéron* (Sorbonne).

1973. Alexander, F. *The psychoanalysis of the total personality*. *Nerv. & Ment. Dis. Monog. Ser.*, No. 52, 1930. Pp. xx + 176.—An authorized translation by Bernard Glueck and Bertram D. Lewin, with a foreword by A. A. Brill. The author endeavors to apply Freud's ego-id formulations to the problems of the neurosis, particularly with respect to the economic relations between the self-punishing mechanism and the release of id gratifications. Part I (six lectures) is chiefly devoted to these topics, while Part II (three lectures) elaborates a general theory of disease in terms of the degree of fusion and direction of the life and death instincts postulated by Freud.—*R. R. Willoughby* (Clark).

1974. Allers, —. *Darstellung und Kritik der psychoanalytischen Lehre vom Charakter*. (Description and criticism of the psychoanalytical theory of character.) *Christ.-päd. Blät.*, 1929, 52, 293-300.—*A. Römer* (Leipzig).

1975. Bowen, W. *Psychologie individuelle et typologie*. (Individual psychology and typology.) *Pour l'ère nouvelle*, 1929, 8, 256-258.—The psychology of an individual is his character. Typology works with character through the methods of comparison and classification. Character is inseparable from mind and intelligence. It is a system which is revealed only through contact with concrete reality, reflecting in part the circumstances in which it evolved.—*Math. H. Piéron* (Sorbonne).

1976. Bruhn, K. *Två kapitel om ungdomens kärleksliv. Första studien: den svärmande*. (Two chapters on the love life of young girls. First study: the dreamer.) *Tidskr. f. psykol. o. ped. forsk.*, 1929, 1, 3-44.—The love life of normal young girls is studied by means of the case history method, making use of the diaries and other writings of adolescents. The work of other writers in the field is reviewed and evaluated.—*K. Jensen* (Ohio State).

1977. Coriat, I. H. *Report of the British Medical Association on psychoanalysis*. *Psychoanal. Rev.*, 1930, 17, 77-83.—At the annual meeting of the British Medical Association in 1926, a committee was appointed to investigate and report on psychoanalysis. Composed of representatives of the various medical viewpoints, and of psychoanalysis, it investigated for two years and reported in the *British Medical Journal*, June 29, 1929. The report clarifies the term "psychoanalysis" and makes it applicable only to followers of the Freudian technique—members of the International Psychoanalytical Association. Practitioners of other methods, adherents to Adlerian, Jungian and other schools should be so designated. The committee found no case in which psychoanalysis had caused insanity, and concluded that psychoanalysis could not be criticized because of its emphasis upon sex as a factor in the illness. They could not present evidence that psychoanalysis

was a danger to the moral health of the community. The report was attacked at the Manchester meeting, but antagonistic motions were voted down.—*L. B. Hill* (Towson, Md.).

1978. David-Schwarz, H. *Der Typus der "weisen" Frau im Werk Eduard von Keyserlings*. (The "white" woman type in the writings of Eduard Keyserling.) *Psychol. Rundschau*, 1930, 1, 336-340.—This is the second article in a series, and continues the analysis of the highly spiritual type of personality. The coldness of response, the characteristic finding of satisfactions in imagination, refusing to accept the realities of life, constitute the combination that is common to this type. It lacks warmth to attract, it lives in isolation, aloof in a feeling of superiority to the imagined grossness of the physical. Keyserling has shown keen insight into the psychology of this type of mind.—*A. B. Herrig* (Central State Teachers College).

1979. Del Greco, F. *Sulle anomalie di carattere in alcuni grandi intellettuali*. (Character anomalies in the case of some superior individuals.) *Arch. gen. neur. psychiat. e psicoanal.*, 1929, 10, 182-189.—Ideas and images are not a function of consciousness but of the entire individual. Ideal creations are preceded by a change in the individual. The break with reality, carried on in the realms of the unconscious, is the same for both genius and abnormality.—*R. H. Waters* (Arkansas).

1980. Drews, A. *Das Unbewusste in der Philosophie und Psychoanalyse*. (The unconscious in philosophy and psychoanalysis.) *Phil. u. Leben*, 1929, 5, 341-359.—*A. Römer* (Leipzig).

1981. Dugas, L. *Qu'il faut compter avec l'ennui*. (What it is necessary to consider in ennui.) *Psychol. et vie*, 1929, 3, 216-220.—*Math. H. Piéron* (Sorbonne).

1982. Dupouy, R., & Chatagnon, P. *Le joueur. Esquisse psychologique*. (The gambler. A psychological sketch.) *Ann. méd.-psychol.*, 1929, 87 (II), 102-112.—A man of 27 having no hereditary taints enters the hospital in a state of exhaustion, after losing his money at baccarat and then being unable to keep from watching the play both day and night. The stages in the development of the gambler follow: (1) initiation; (2) habituation; (3) need; (4) suffering; and (5) consequences. The development of the gambler is thought to be due first to the desire to be a conqueror, which then becomes a desire to gain money or drugs, etc. Ultimately the moral sense diminishes, specialized characteristics such as the poker-face develop, the person becomes amoral and the sex instinct is shifted to the need for and excitement of gambling.—*O. W. Richards* (Clark).

1983. Ehrlich, W. *Stufen der Persönlichkeit. Grundlegung einer Metaphysik des Menschen*. (Levels of personality; foundations of a human metaphysics.) Halle: Niemeyer, 1930. Pp. iv + 165. M. 8.—This volume is a companion to the author's *Impersonal Experience* (1927) and adds to its general epistemology an ontology of human individuality. The first three of the eight chapters of the work develop the main theses. A special perceptual

attitude is necessary for the comprehension of ontic data, yielding in the transcendental system relations of ordination rather than relations of effect. A definite mode of being exists which can neither be compared with its manifestation nor with its "idea." This comprehensive regional substance is determined for the human individual and requires for its apprehension a special ego level, known as "personality" (*Personalität*) which is to be distinguished from the egocentric "person" as well as from the intersubjective "personality" (*Persönlichkeit*). Creative work constitutes the highest function of this personality level.—W. Ehrlich (Ragaz, Switzerland).

1984. Estabrooks, G. H. A standardized hypnotic technique dictated to a Victrola record. *Amer. J. Psychol.*, 1930, 42, 115-116.—Description of a 12-inch Victrola record which uses the ordinary sleeping method of Bernheim and the Nancy School. Its advantages are that it enables hypnotic experiments to be carried through on a standardized technique; the record automatically wakes the subject in the event that no operator is present; permits another operator to take over the hypnosis at the pause in the record; and therapeutic suggestions are interposed with the usual suggestions of sleep in such a way that the use of the record should not lead to bad results.—D. E. Johanssen (Wellesley).

1985. Estabrooks, G. H. The psychogalvanic reflex in hypnosis. *J. Gen. Psychol.*, 1930, 3, 150-157.—The subjects used were graduate students or seniors. The author acted as operator in about half the cases, but preferred to have the actual hypnotizing done by a third party when possible, since he could then give his full attention to the apparatus. The length of the séances varied, but this appeared to have little significance. The drying of the pads on the hand in even one hour's time did not appear greatly to affect the gross resistances or the magnitude of the reflex. The procedure was to allow the patient to sit quietly for 10 minutes with the contacts on his hands. During this period he was given certain tests to measure the magnitude of the reflex. At the end of 10 minutes' time he was hypnotized and then, after a varying period, awakened. In hypnosis, as in sleep, the gross resistances tend very definitely to increase. This may give us some really objective measurement of the depth of hypnosis. With these heightened resistances the reflex tends to disappear, becoming less pronounced as the resistance increases. Once a good subject is more or less used to a certain operator, his resistances will tend to increase with the mere presence of this operator. This increase appears to be quite distinct from any condition resembling sleep or the hypnotic trance as it is generally understood.—H. Cason (Rochester).

1986. Frank, L. K. Personality and rank order. *Amer. J. Sociol.*, 1929, 35, 177-186.—In the study of personality non-measurable characteristics such as attitudes, opinions and beliefs should be subordinated to characteristics capable of measurement. Actual measurements are urged in the place of ratings and clinical judgments. Rank order should be based upon empirically derived frequency tables as con-

trasted with an assignment of position in a conceptual rating scale.—E. R. Hilgard (Yale).

1987. French, T. M. Psychogenic material related to the function of the semicircular canals. *Int. J. Psychoanal.*, 1929, 10, 398-410.—French quotes Hoff thus: "normal persons usually sleep routinely on one side, on that side which shows greater vestibular irritability." French reports the pertinent psychoanalytic material from an adult male, who eight years before had suffered infection with marked deafness of the left ear. It is suggested that he turns (1) to the primal scene, or (2) to the breast. The passive movement may refer to intra-uterine observation of coitus. Dizziness in analysis may relate to conflict between passive desires and ego activity, or, more generally, to conflict between irreconcilable spheres of psychic experience.—L. B. Hill (Towson, Md.).

1988. Freud, A. Einführung in die Psychoanalyse für Pädagogen. (An introduction to psychoanalysis for teachers.) Stuttgart: Hippokrates-Verlag, 1930. Pp. 106. Rm. 3.50.—Four lectures delivered before the asylum teachers of Vienna. In the first the author considers the main outlines of the phenomena of childhood, including infantile amnesia and the Oedipus conflict; in the second, the instinct life of children; in the third, the latent period; and in the fourth, the relations between psychoanalysis and pedagogy, stressing necessity of a middle course between over-severity and lack of supervision.—R. R. Willoughby (Clark).

1989. Freud, A. Die Beziehungen zwischen Psychoanalyse und Pädagogik. (The relation between psychoanalysis and pedagogy.) *Zsch. f. psychoanal. Päd.*, 1929, 3, 445-454.—A. Römer (Leipzig).

1990. Guilford, J. P., & Braly, K. W. Extroversion and introversion. *Psychol. Bull.*, 1930, 27, 96-107.—There is considerable agreement among psychologists as to the existence of a trait of introversion-extroversion, with varying emphases upon intellectual, emotional, and social aspects. Tests and rating-scales have so far failed to show high reliability or agreement; but the need of further work in this general direction is indicated. (53 titles.)—J. F. Dashiell (North Carolina).

1991. Gutheil, E. Depersonalization. *Psychoanal. Rev.*, 1930, 17, 26-54.—Depersonalization is a specific reaction to a disturbance of the affective life. It takes place: (1) when there is an extreme degree of dissociation between the ego-emotions and the id-emotions. In individuals who have great natural lability of affect, there arises doubt whether in view of the altered affects the self really remains the same. "Am I that which my ego (ego-ideal) wishes to be or that to which my id is dragging me down?" (2) Depersonalization occurs when as consequence of great lability, the ego-affect and id-affect are projected to the territory of the "I" and "Thou." The result is doubt whether in view of the altered cathexis the "Thou" is the same as it was. "Are you the person whom my 'I' knows, that is, whom I love, or are you the person whom my 'It' knows, that is, the person whom I hate?" (3) Depersonalization takes

place when there is a profound identification with another person. As a consequence the doubt arises in the patient whether as a result of the altered emotional investment the present self in the critical moment is identical with the former self. To this identification mechanism belongs the incorporation of those persons who had drawn to themselves the love the patient longed for, resulting through the withdrawal of the self-love in an alienation from the self. Parapathic annulment of the traumatic experience leads to doubts, which assume many forms—affect all perceptions, becloud all evidence, including the sense of time and place; in fact, reduce the consciousness of self to a changeable and labile element. There is extensive discussion of the analysis of a patient with therapeutic success.—*L. B. Hill* (Towson, Md.).

1992. *Guy-Grand, G.* Sur l'optimisme et le pessimisme. (On optimism and pessimism.) *Psychol. et vie*, 1929, 3, 220-222.—*Math. H. Piéron* (Sorbonne).

1993. *Harrell, M. T., & Davis, R. A., Jr.* The effect of institutional life on character traits as evidenced by the Downey group will temperament test. *J. Abn. & Soc. Psychol.*, 1929, 24, 330-341.—The difference found in the median score between institutional children and home-school children would seem to warrant saying tentatively that character is affected in the power of changing individual response to differing environments adequately and quickly by differences in the personal influence situation. This effect seems to be negative in the environment of institutional children and positive in the closer personal relationship of home-school life. The factor of personal influence represented by institutional life affects child character in the power to make a decision quickly about his own make-up. The child subjected to group life is less acquainted with himself. It may be that it is his habit to lose himself in the crowd. Children subjected to a greater number of personal influences every day develop more ability to resist a compliance with the demands or notions of others. Less docility of character seems to have been produced by a lack of close personal relation in its effect upon the organization of native abilities. The institutional children showed a 56% lower median score on the power to inhibit motor impulses. The group was less able to hold back an impulse to move, to act, and control impulsiveness. The effect of institutional life representing a manifold personal influence as a factor in development of volitional perseveration was shown to be a positive one in power to keep on working.—*C. H. Johnson* (Boston Psychopathic Hospital).

1994. *Hull, C. L.* Hypnotism in scientific perspective. *Scient. Mo.*, 1929, 29, 154-162.—*R. R. Willoughby* (Clark).

1995. *Illge, W.* Zur Psychologie der Langeweile. (On the psychology of boredom.) *Neue Deutsche Schule*, 1929, 3, 981-988.—*A. Römer* (Leipzig).

1996. *Johnson, H. M., & Swan, T. H.* Sleep. *Psychol. Bull.*, 1930, 27, 1-39.—A critical review of the literature (39 titles). "Current works on sleep, including special treatises as well as textbooks,

abound in misstatements of fact concerning the [pioneer experimental] studies . . . , as well as in uncritical and sometimes preposterous interpretation." Studies employing the method of sensory stimulation (notably those of Kohlshütter, Mönninghof and Piesbergen, Michelson, Czerny) involve the assumptions: that sleep and waking are relative terms; that Fechner's psychophysical *Massformel* applies to the problem here; and that sleep is a general phenomenon, the effectiveness of different modalities of stimulation varying together. Special attention is called to the manners in which the second and third assumptions vitiated many of the theoretical interpretations of the original data. Studies based on registration of changes in bodily position (by Szymansky and others) are somewhat ambiguous, on experimental and statistical considerations; and recent propaganda has made inaccurate use of experimental studies of the sleep-disturbing effect of caffeine. Studies that employed measurement of the rate of oxygen-consumption (by Laird and Wheeler) are found scientifically wanting. Histological examination of nervous tissues (by Bast and collaborators) appears to reveal chromatolysis in many places after sleep deprivation. Theoretical and miscellaneous contributions are mentioned.—*J. F. Dashiell* (North Carolina).

1997. *Kephren, K.* La transmission de pensée. (The transmission of thought.) Paris: Alcan, 1929. Pp. 138. 12 fr.—The article is an account of 19 experiments on mental suggestion in which the subject, either informed or not, was to obey the experimenter's will, which was not expressed by word or gesture. The subjects were all normal and completely awake. Each series of experiments was performed first with contact and then without, solely by mental concentration and without any idea of the supernatural on the part of the author. In the first section the author describes the records obtained from these experiments; in the second section he gives the general conclusions to be derived from the data; and in a third he speaks of the influence, the utility, and the rôle of nervous emission in the different domains of human sensitivity and activity. Footnotes, but no bibliography.—*Math. H. Piéron* (Sorbonne).

1998. *Kretschmer, E.* Die französische Konstitutions- und Temperamenten-lehre. (The French doctrine of constitution and temperament.) *Jahrb. d. Charakterol.*, 1929, 6, 113-120.—The author presents an historical survey of the French research from Halle (1754) to Sigaud (1921). He shows that certain German workers, e.g., Huter and Bauer, have been influenced by French research workers. In his doctrine of form as function and of function as a means towards an end, a similarity to the Lamarekian theory may be noted. Kretschmer holds that the French research is extremely valuable in so far as it deals with empirical observation and careful measurement, but the psychological theories underlying the work on this topic are not accepted today, even in France.—*R. H. Waters* (Arkansas).

1999. *L., H.* Erlebnisse eines Coué-Freundes. (Experiences of a friend of Coué.) *Schweis. Zsch.*

J. angew. Psychol., 1929, 5, 342-345.—A. Römer (Leipzig).

2000. Lentz, T. F., Jr. Character research and human happiness. *Rel. Educ.*, 1930, 25, 134-139.—Our material and scientific development in recent years has been especially marked, but character development has practically stood still. Although character education is difficult, it presents great opportunities for research.—J. P. Hyman (Stoneham, Mass.).

2001. Lindworsky, J. Die Erscheinung des "Doppel-Du." (The phenomenon of the "double-thou.") *Arch. f. d. ges. Psychol.*, 1930, 74, 258-260.—The author reports two cases from his own experience in each of which an acquaintance was reacted to as two different persons on different occasions.—K. F. Muenzinger (Colorado).

2002. Lubac, E. Les niveaux de conscience et d'inconscience et leurs intercommunications. (The levels of consciousness and unconsciousness and their intercommunications.) Paris: Alean, 1929. Pp. 150. 20 fr.—The author designates as unconscious that form of psychological life which pursues its course at one or at several levels totally distinct from that of consciousness. His researches aim to discover whether it is possible to determine different levels in this unconsciousness and to relate them to each other and to the conscious level. In the first section he discusses the levels of consciousness and unconsciousness (memory, the investigation of the unconsciousness of the personal past relative to dream consciousness, the unconsciousness of realized transformations in connection with the personal past, and the determination of the level where realized transformations take place in unconsciousness). In the second section he treats of communications from one level to another (value and life as creators of the personal past, a discussion of what the arrival in consciousness can teach us of the anterior preparation in unconsciousness, and the evolution of communications of the unconscious, first, with dream consciousness, and second, with the waking state of consciousness or personal consciousness). No bibliography.—Math. H. Piéron (Sorbonne).

2003. Macht, D. I. A pharmacological appreciation of references to alcohol in the Hebrew bible. *Scient. Mo.*, 1929, 29, 163-176.—R. R. Willoughby (Clark).

2004. Mahr, F. Arzt und Okkultismus. (The doctor and occultism.) *Dtsch. Rundschau*, 1929, 56, 221-233.—A. Römer (Leipzig).

2005. Mandeville, S. Les dangers de la rêverie. (The dangers of reverie.) *Psychol. et vis.*, 1929, 3, 215-216.—Math. H. Piéron (Sorbonne).

2006. Marinesco, G., Drăganescu, St., Săger, O., & Kreindler, A. Recherches anatomo-cliniques sur la localisation de la fonction du sommeil. (Anatomo-clinical research on the localization of the function of sleep.) *Rev. neur.*, 1929, 36 (II), 482-498.—A bibliography concludes the article.—Math. H. Piéron (Sorbonne).

2007. McDougall, W. The chemical theory of temperament applied to introversion and extrover-

sion. *J. Abn. & Soc. Psychol.*, 1929, 24, 293-309.—Out of the complexities of traits to which Jung applies the terms extroversion and introversion, a simple personality factor can be singled out, which is purely one of temperament in the proper or strict sense, the possession of which in various degrees of intensity is an important constitutional factor in every personality. All personalities can be ranged in a single linear scale according to the degree to which this factor is present in their constitutions. Those who stand near one end of the scale are the marked extroverts; those near the other are the well-marked introverts; and the greater part of mankind, possessing this factor in moderate degree, stands in the middle region of the scale. Such a distribution in a temperamental trait is explained by the influence of some one chemical factor generated in the body and exerting a specific influence upon all the nervous system in proportion to the quantity that is produced and liberated into the blood stream. Extreme introversion represents a defect, a minimal quantity or minimum rate of secretion of the postulated substance (called X); and extroversion in its various degrees is the consequence of correspondingly large quantities or rapid rates of secretion of X.—C. H. Johnson (Boston Psychopathic Hospital).

2008. Meili, R. Kennen wir uns selbst? (Do we know ourselves?) *Psychol. Rundschau*, 1930, 1, 317-320.—Meili opens up the problem of self-judgment and of judgment of others, inquiring to what extent such judgment may be regarded as accurate. To test accuracy in this field one fails to find objective controls as in other sciences. He attempts to show the application of the law of chance to estimation, and believes it has possibilities for application if used in relation to the Gaussian law of distribution of a characteristic. He cautions that such a method has value only as to averages, not in specific cases. He describes an experiment tried to demonstrate the method. The article emphasizes that the probability for accuracy in self-judgment leaves much to be desired.—A. B. Herrig (Central State Teachers College).

2009. Offergeld, H. Der Einfluss des Geschlechtsverkehrs auf das Befinden der Frau. (The influence of sexual intercourse on the general health of woman.) Stuttgart: Enke, 1929. Pp. 76. M. 3.00.—Offergeld draws from his own rich experience and from the answers to seven large questionnaires, obtained from Russian, German and American women students. Failure in sexual intercourse is harmful to the nervous system and to the mental and moral life. Dyspareunia is found in from five to ten per cent of both married and single women. Faulty rearing is shown to be the cause in some cases. Psychotherapy and massaging are recommended as a cure. The author does not find that dyspareunia occurs for the first time during the second half of pregnancy. Marital intercourse during menstruation is harmless for the healthy woman. His findings are contradictory to earlier results for which he attempts to account. The second part of the book deals particularly with the effect of sex intercourse upon the general health, discussing its injurious effects. He

also deals with the question of polygamy, woman's place among primitive peoples, and her increasing freedom as these topics bear on the general theme.—*R. H. Waters* (Arkansas).

2010. Peabody, R. R. Psychotherapeutic procedure in the treatment of chronic alcoholism. *Ment. Hygiene*, 1930, 14, 109-128.—The paper gives a definition and makes a few contributions toward the etiology of chronic alcoholism. The important step toward it is the discovery that alcohol releases from mental suffering. Drink soothes and elates and serves an organism which has proved incapable of realizing its cravings, by obtaining a feeling of calmness, happiness, ego-maximation. Cases of chronic alcoholism in which the parental attitude toward the child was intelligent are rare. The paper shows the relation of alcoholism to neurosis on the one hand, and to the habits of the so-called normal male public on the other. It outlines the treatment and points out special difficulties and obstacles. The main steps of the author's psychotherapeutic procedure are: gaining the confidence of the patient by showing him that his pathological drinking is thoroughly understood; a thorough analysis of the situation—the patient is encouraged to give a full account of his past history and present situation; removing many worries by helping the patient to come to definite decisions, or by means of confessions, discussions, and explanation; relaxation and hypnoidal suggestion; auto-relaxation and auto-suggestion; general discussion (persuasion with Dubois, readjustment with McDougall); reading of suggestive books and type-written passages, and copying passages which appeal; development of one or more interests or hobbies; exercises; operating on a daily schedule; thought direction and thought control.—*H. M. Bosshard* (Clark).

2011. Peck, M. W. Remarks on psychoanalytic therapy. *Ment. Hygiene*, 1930, 14, 67-73.—A brief presentation of scientific psychoanalysis: Freud, Jung, Rank; the psychic organization of the patient. Conclusion: In the light of the psychoanalytic conception of neurosis the method of psychotherapy is as follows: to dislodge and recondition certain inadequate and handicapping features of the unconscious mental life (emotional anchorage on the childhood past); to reduce the deep-lying fear and guilt that have hampered and distorted psychological growth and development; to arouse a desire for independence and an intellectual understanding, an emotional insight and conviction that it is futile trying to appease infantile needs in an adult world; to emancipate the patient from the transference relation to the analyst.—*H. M. Bosshard* (Clark).

2012. Popenoe, P. Eugenic sterilization in California. Effect of vasectomy on the sexual life. *J. Abn. & Soc. Psychol.*, 1929, 24, 251-268.—Of 36 men committed to the California state hospitals for mental diseases, and there vasectomized, 22 stated that they had noticed no change in their sexual life since the operation, nine reported an increase in sexual activity and enjoyment, five a decrease. Histories were obtained from 65 normal men who had undergone vasectomy voluntarily. That they were well

pleased with the results of the operation was the verdict of 62 of the men; two were moderately pleased, one dissatisfied. No change in mental or physical health was seen by 47; the others thought that they had improved in one of these respects or in both. The operation seemed to make no difference in the ability of the men to control the duration of coitus. The operation was not found to result in any unusual sense of fullness or discomfort in the scrotum, in any pain or drawing sensation in the cord, or in any feeling of distension and lack of complete relief from the orgasm. With one exception, wives of all the vasectomized men were well pleased with the operation. The exception had no complaint to make about the operation so far as it affected her own marital relations.—*C. H. Johnson* (Boston Psychopathic Hospital).

2013. Rank, O. The trauma of birth. New York: Harcourt, Brace, 1929. Pp. xv + 224. \$3.75.—All psychologic process proceeds from or is reaction against anxiety; all anxiety goes back to the anxiety of birth. Every pleasure has as its final aim the re-establishing of the intra-uterine primal pleasure. All memories of infancy must be considered as cover memories; the primal scene can not be remembered. Analysis turns out to be a belated accomplishment of the uncompleted mastery of the birth trauma. The real transference libido is the mother libido. The castration fear is based on the primal castration at birth. Castration, because of its very unreality, is substituted for the value of birth, weaning, etc. We enjoy anxiety as in tragic drama, for so we can abreact the primal effects. The painful fixation on the female genital as the organ of birth lies at the bottom of all neurotic impotence and frigidity; the social underestimation of women is on account of the birth trauma. Both sexes become neurotic when they wish to gratify the primal mother-libido as a compensation for the birth trauma, not by means of sexual gratification, but by the original infantile gratification. Death is identified with a return forever to the mother. Art, religion, philosophy and sociology derive their value as symbolic adaptations; literally, as womb fantasies. Religion is an effort to sublimate the desire to return to the uterus; philosophic speculation is an intellectual overcoming of the birth trauma. Mythology is based upon the myth of the birth of the hero and shows heroic compensation. Woman's offense was the breaking off of the fruit—i.e., birth. Woman procures for herself an approach to a primal gratification by reenacting pregnancy and birth; man has to make unconscious identification, to create cultural and artistic products. Normal social adjustment is an extensive transfer of primal libido to paternal and creative channels. Everything pathological and super-normal rests on a too strong mother fixation. In between lie sexual gratification and the wish for children. Psychoanalysis replaces for the patient the lost primal object—mother—by a surrogate whom he will be able to renounce the more easily by being made constantly conscious of the surrogate as such. Severance from the analyst, which is the essential aim of analysis, is accomplished by reproductions of the birth trauma in which the patient

gives up his doctor in order to lose his suffering. Dreams, fantasies, and analytic experience reproduce literally and in detail the individual's trauma of birth.—*L. B. Hill* (Towson, Md.).

2014. Ritter, W. E. "Individual and person." *Amer. J. Sociol.*, 1929, 35, 271-274.—An "individual" is merely an other no matter how similar to others, while a "person" would not be merely an other but a *different* other. An individual's personality consists of those attributes which differentiate it from other individual's, especially of its own kind.—*E. R. Hilgard* (Yale).

2015. Rodrigues, G. *L'intuition divinatrice*. (Divinatory intuition.) *Psychol. et vie*, 1929, 3, 191-194.—*Math. H. Piéron* (Sorbonne).

2016. Römer, C. *Die psychologischen Vorgänge beim Tode*. (The psychological forerunners of death.) *Der Fels*, 1930, 24, 47-52.—*A. Römer* (Leipzig).

2017. Schneider, E. *Psychoanalyse und Pädagogik*. (Psychoanalysis and pedagogy.) *Dtsch. Blät. f. erziehenden Unterricht*, 1929, 57, 41-44.—*A. Römer* (Leipzig).

2018. Segond, J. *Suggestion, influence du milieu et déséquilibre personnel*. (Suggestion, the influence of environment, and personal disequilibrium.) *Psychol. et vie*, 1929, 3, 212-215.—*Math. H. Piéron* (Sorbonne).

2019. Suter, J. *Über die psychotechnische Methode der Charakterbestimmung*. (Regarding the psychotechnical method of character determination.) *Psychol. Rundschau*, 1930, 1, 330-335.—Psychotechnics demands a definite procedure and a check-up of the investigator's judgment. The subject is often not natural in his presence. It takes training to guard oneself against subjective judgments. The influence of observer and judge upon the subject needs always to be given consideration. A systematic observation of all of the behavior of the individual, with consideration of all circumstances, and with variation of such observation according to the needs of individual cases, gives the basis of a method of character delineation. He discusses critically physiognomy, physique, form of head, facial play, and involuntary movements as bases for judgment. The psychotechnician finds his most valuable material for character study in the daily reaction to work and play, in human contacts in the life situations.—*A. B. Herrig* (Central State Teachers College).

2020. Taylor, W. S., & Culler, E. *The problem of the Locomotive-God*. *J. Abn. & Soc. Psychol.*, 1929, 24, 342-399.—The article deals with the attempt of the two authors to remove the phobia of the Locomotive-God which is keeping William Ellery Leonard (author of *Two Lives* and *The Locomotive-God*) from traveling any distance from his home. The phobia and data related to it are presented along with comments on the individual studied. The previous therapeutic efforts are given, followed by the analytic attack used by the authors. The stages of the analytic recall are presented up to the time of the writing of the article. Interpretation lists "causal" possibilities,

"teleological" possibilities, hypotheses, psycho-analytic reciprocation, ending in an interpretation: "If Leonard can understand himself so fully as to lose himself, he may gain a new health, a health in which he can enjoy an objective release of his powers."—*C. H. Johnson* (Boston Psychopathic Hospital).

2021. Vorwahl, H. *Die Sexualität im 16. Jahrhundert*. (Sexuality in the sixteenth century.) *Zsch. f. Sex.-wiss. u. Sex.-pol.*, 1930, 16, 501-505.—According to the writings of contemporaries this period was one of frank and unashamed sexual excess. Clergy and laity, members of all social classes made of this century a long and noisy carnival. The author suggests that the widespread distribution of social diseases may be traced to the laxity of this period.—*H. Marshall* (Stanford).

2022. Wallon, H. *Les composantes neurologiques du caractère*. (The neurological components of character.) *Pour l'ère nouvelle*, 1929, 8, 254-256.—*Math. H. Piéron* (Sorbonne).

2023. Wentscher, E. *Gedanken zum Ichproblem*. (Thoughts about the problem of the ego.) *Arch. f. d. ges. Psychol.*, 1930, 74, 135-140.—The author considers the problem whether or not the awareness of the ego can be deduced from the memory. The answer, partly suggested by Semon, is that the facts of memory exist independently of any form of the ego consciousness. This raises the further question of the nature of the ego, and whether it is destructible like any other finite object.—*K. F. Muenzinger* (Colorado).

2024. Williams, G. W. *A comparative study of voluntary and hypnotic catalepsy*. *Amer. J. Psychol.*, 1930, 42, 83-95.—The present experiment is an attempt to make a comparative study of the involuntary movements of striped muscles in hypnotic and voluntary catalepsy. The same subjects were used in both series, thereby serving as their own controls. The movement studied was the descent of the arm from an extended horizontal position toward a vertical position, and the oscillation of the arm during this period. The record was made on smoked paper by means of a fine movable stylus. A pneumograph tracing was made simultaneously, to discover whether there was a correlation between breathing and arm movements. Eight subjects were used. Six were somnambules; the other two were not as susceptible, although they could be put in a light trance in which catalepsy was easily induced. For the normal state the arm was lifted by the experimenter to the desired position and the instruction "Hold your arm there rigidly" given. The results show that neither the gross average length of time during which the arm was held up nor the curve of the falling arm display differences characteristic of the two states. The only difference found lay in the failure of the subjects to report pain during the taking of the trance records, which was not due to any external suggestion.—*D. E. Johannsen* (Wellesley).

2025. Williams, G. W. *The effect of hypnosis on muscular fatigue*. *J. Abn. & Soc. Psychol.*, 1929, 24, 318-329.—According to the results of the experiment on five subjects, there is an increase in the work

done in the trance as compared with that done in the waking state when equivalent positive suggestions are given in each. This increase varies greatly with the different subjects. It is not possible to obliterate the effects of fatigue by merely entering the trance state from the normal or by passing to the normal from the trance. Merely being in the trance does not prevent the onset of fatigue.—*C. H. Johnson* (Boston Psychopathic Hospital).

[See also abstracts 1855, 1942, 1957, 1968, 2037, 2039, 2048, 2096, 2097, 2123, 2141, 2146, 2152, 2158, 2159, 2160, 2168, 2171, 2222.]

NERVOUS AND MENTAL DISORDERS

2026. *Abély, P.* Démence précoce à l'évolution rapide. Impulsion homicide: première symptom. (Dementia praecox of rapid growth. Homicidal impulse: first symptom.) *Ann. méd.-psychol.*, 1929, 87 (II), 345-357.—The first symptom of the disease was the murder of his employer by a baker. The characteristic symptoms of dementia praecox quickly developed in the form of catatonic hebephrenia. Before the homicide the patient had been treated for tuberculosis. The legal aspect of the case suggested that the disease developed critically at the time of the crime and that the patient was probably mentally diseased at the time.—*O. W. Richards* (Clark).

2027. *Alphandéry, P.* De quelques documents médiévaux relatifs à des états psychasthéniques. (Concerning some medieval documents relating to psychasthenic states.) *J. de psychol.*, 1929, 26, 763-787.—The author wishes to call the attention of psychologists and psychiatrists to a number of medieval documents concerning many forms of mental abnormality. A large part of the paper deals with asceticism.—*N. L. Munn* (Pittsburgh).

2028. [Anon.] An experience with a state hospital. *Ment. Hygiene*, 1930, 14, 74-79.—The author lived as a guest in one of the largest state hospitals of New York and reports her main impressions. Considering that many unfit and undesirable employees find their way into any such large groups and the type of persons available at the salary of the average hospital attendant the group as a whole has a rather high standard of fitness. The superintendent and his staff know their business well. "I saw or heard no evidence of anything but kindness and careful, skillful attention to patients and consideration for their relatives." The physicians visit their patients frequently and are very efficient. There is silence, cleanliness, comfort, neatness everywhere.—*H. M. Bosshard* (Clark).

2029. *Arsimoles, L., & Vainstoc, A.* Un cas de simulation inconsciente d'hypochondrie urinaire. (A case of unconscious simulation of urinary hypochondria.) *Ann. méd.-psychol.*, 1929, 87 (II), 309-314.—A miner was arrested for stealing from a shop window; at his trial he was preoccupied, sad, etc., so was examined and committed to the asylum for hypochondria. His difficulties centered around a urinary trouble which had led him to consult several doctors without result before commitment. Examination at the hospital showed no abnormality but a simulation of the disease. This was not a conscious

imitation of psychasthenia but rather an unconscious suggestion which he utilized.—*O. W. Richards* (Clark).

2030. *Berry, R. J. A.* The Beattie Smith lectures on insanity for 1926. Lecture I. The principles of neurology. *J. Ment. Sci.*, 1928, 74, 12-24.—"In every human individual there is an inner or infragranular brain of the animal instincts and activities and an outer or supra-granular brain of control, inhibition and educability. Bolton has shown that the neurons of the latter develop late and are extremely variable in numbers in different individuals; hence it follows that some will react to their social environment on a more nearly animal basis than others, and there thus appears to be an established physical or structural basis for many social problems, such as certain crimes, prostitution and general inefficiency, as well as for many of the insanities. In cases of mental affection, grading from idiots and imbeciles, through various types of amentia, great differences in the thickness and numbers of neurons of the supra-granular cortex have been quite definitely established, both macroscopically and microscopically. In amentia the condition is one of under-development of the cortical layers, particularly the supra-granular, whilst in dementia there has been a destruction of such cells, and the destruction affects the layers in the reverse order to that of their development, the most affected being the latest developed, and the least affected being the earliest developed."—*E. F. Symmes* (Institute for Child Guidance).

2031. *Berry, R. J. A.* The Beattie Smith lectures on insanity for 1926. Lecture II. Application of the principles of neurology to the insanities. *J. Ment. Sci.*, 1928, 74, 24-34.—"Present-day conceptions of insanity, both medical and legal, present inconsistencies and errors which can be eliminated only by knowledge based on the sure foundation of structure and function. There is probably no system in the body where normal functioning is so dependent on normal structure as in the nervous system. Hence the key to the pathology of insanity lies in the study of structure quite as much, maybe more, than in that of clinical phenomena. All the phenomena presented by the functioning of the nervous system, from the clinical standpoint, fall into four great groups—namely, absence, diminution, perversion or exaggeration—of the functions of the three great structural divisions of the central nervous systems: receptor neurons, cortical internuncial neurons, and effector neurons with the accompanying functions of sensations, thought, and actions."—*E. F. Symmes* (Institute for Child Guidance).

2032. *Bianchi, L.* Foundations of mental health. (Trans. by G. A. Baricelli.) New York: Appleton, 1930. Pp. xvi + 273. \$2.50.—The author's program of marriage regulation is based upon a belief in the transmission of acquired characters, not only in bodily structure, but in mental traits, criminality, etc. He divides anomalous characters into two groups: (1) the hypokinetic, which includes the timid, the suspicious, the indifferent, the obstinate, the hypochondriacs, and the solitary; and (2) the hyperkinetic, comprising the vain, the unstable, the

irascible, and the criminals. A productive will requires: (1) a certain and clear perception of environment and of situations; (2) precise ideas supported and nourished by rapid and wide associative movement; (3) a strong selective power of consciousness; (4) a sane and balanced estimate of one's self and of one's aspirations. Consideration is given to mental hygiene as related to sex, physical and religious education, alcoholism, the penal code, and mental prophylaxis.—*M. B. Jensen* (Michigan Central State Teachers College).

2033. Caldwell, O. A teaching program in a mental hospital. *Occup. Therap. & Rehab.*, 1930, 9, 33-38.—Special patients are assigned to each student so that she may study them and have a particular interest in them during her training period. Careful notes are taken. Some instruction is given in psychiatry and neurology with supplementary reading. The need for research is stressed on such problems as the stimulating or quieting effect of colors and the therapeutic value of music for different types of patients.—*H. E. Burt* (Ohio State).

2034. Clark, R. M. The mongol: a new explanation. *J. Ment. Sci.*, 1928, 74, 265-269.—Hyperthyroidism affecting the fetus *in utero* may be the underlying cause of mongolism, a congenital form of exophthalmic goiter, which would be the contrast of cretinism, caused by hypothyroidism. There are obvious similarities between exophthalmic goiter and mongolism. In exophthalmic goiter one finds eye, heart, blood-vessel, skin and hair changes and altered metabolism, and in the mongol one finds changes in the same structures with stunted growth, resulting from altered metabolism. The mongol is undersized, it shows resemblances to former ancestors, it is an "unfinished child," and its mental development shows a parallelism with its physical development. These characters are the results of changes in the eyes, hands, feet, vertebral column, skull, and brain. Hyperthyroidism can account for these features. Experiments on tadpoles show that feeding of thyroid causes protrusion of the eyes, premature metamorphosis, increase of metabolism, decrease in body weight, and skeletal changes; likewise accelerated maturation of spermatoblasts, and degeneration and death after larger doses. The conclusion is thus drawn that hyperthyroidism has a similar action on the human fetus. The hyperthyroidism may be maternal or fetal in origin, and may be taken to include over-susceptibility of the embryo to the thyroid hormone and over-elaboration of thyroid hormone, owing to the capacity of other tissues of the body to produce it from iodine or other substances.—*E. F. Symmes* (Institute for Child Guidance).

2035. Dearborn, G. V. N. Psychiatry and science. *J. Ment. Sci.*, 1928, 74, 203-223.—It is inevitable that psychiatry to progress must ever change, develop, acquire new methods and new points of view. Too long there has existed a gulf between psychiatry and psychology. Research psychologists have never seriously taken up the study of the psychology and physiology of properly psychiatric problems, such as catatonia and hallucinations. The study of intelli-

gence has been stressed out of all proportion to its practical importance in life. Too little is known of regression and deterioration of intelligence in psychotic persons. On the other hand, medical men and psychiatrists have an inadequate knowledge of psychology and philosophy. The dualistic viewpoint of mind and body still pervades much thinking, although "a mind without concomitant organism to bring it within the range of causality and space and time is utterly inconceivable in any scientific sense." Other fields of science are becoming of value to psychiatry—paleoneurology, biochemistry, occupational therapy, and personal hygiene. It is for the psychiatrist to use every available aid and contribution to his science.—*E. F. Symmes* (Institute for Child Guidance).

2036. De Massary, —, Leroy, —, & Mallet, —. Auto-mutilation sexuelle chez un schizophrène. (Sexual auto-mutilation by a schizophrenic.) *Ann. méd.-psychol.*, 1929, 87 (II), 144-150.—The patient was a bright and intelligent boy in school. Later he became indolent, failed to work steadily and had periods of alcoholic excess. One day on returning home from a cinema he cut off his external genitals with a razor and disposed of the parts in the toilet. The weakness and bleeding brought him to a clinic the next day and at the hospital he said he mutilated himself because the erections annoyed him, and showed no regret for his act. He seemed happy in the asylum and wished to stay there. A tentative diagnosis of dementia praecox was suggested.—*O. W. Richards* (Clark).

2037. De Saussure, R. Les mécanismes de projection dans les névroses. (The mechanisms of projection in the neuroses.) *Ann. méd.-psychol.*, 1929, 87 (II), 118-126.—The Freudian definition of projection as a feeling of the subject registered as coming from another person is accepted and a case of a young girl is cited to illustrate the developmental mechanisms. The triangle is formed with an Oedipus relation to the father and a boarder as the other person. The subject early showed a religious zeal and later developed a nymphomania. The development is described in detail.—*O. W. Richards* (Clark).

2038. Forel, O. L. Affektivität und Psychotherapie. (Affectivity and psychotherapy.) *J. f. Psychol. u. Neur.*, 1929, 38, 58-63.—A short article in which the author emphasizes the importance of affective rapport with the patient as an essential element in his re-education. In order to gain this it is necessary that the psychiatrist himself be mentally balanced.—*R. H. Waters* (Arkansas).

2039. García, J. Y. Un caso de amaurosis histerica curada por sugestión. (A case of hysterical amaurosis cured by suggestion.) *Arch. d. oftal. Hispano-Americanos*, 1929, 30, No. 11.—*R. R. W. Loughby* (Clark).

2040. Gordon, A. L'aspect social des anomalies mentales et le problème de l'eugénisme. (The social aspect of mental anomalies and the problem of eugenics.) *Ann. méd.-psychol.*, 1929, 87 (II), 315-328.—The degeneracy of the intellect in idiots and imbeciles and the aberration of kleptomaniacs are

discussed. The predisposing factors considered are heredity, age, sex and occupation. The inciting causes of mental anomaly are excesses, emotions, depression, passions, isolation, puberty, gestation, menstruation, puerperal state, menopause and toxic infections. The prevention of marriage and sterilization of mentally abnormal people is recommended for social reasons.—O. W. Richards (Clark).

2041. Handelsman, J. Accès de délire périodique avec exhalation d'un odeur fétide (foetoroeckrensis) dans un cas d'encéphalite épidémique. (Attack of periodic delirium with exhalation of a fetid odor in a case of epidemic encephalitis.) *Ann. méd.-psychol.*, 1929, 87 (II), 329-344.—The patient entered the hospital after a violent attack, and a number of attacks observed at the hospital are described in detail. At the height of the attack a fetid odor is exhaled from the dry skin for from 15 minutes to 3 hours, depending on the length of the attack. The odor rapidly disappears when sweating begins. This differs from other cases in that the odor did not come from the anus or mouth, but from all parts of the skin. The odor appeared with other symptoms indicating an involvement of the sympathetic nervous system such as arrhythmia, cyanosis, etc. This may be controlled by the hypothalamus. Bibliography.—O. W. Richards (Clark).

2042. Heizmann, —. Contribution à l'étude des formes de la schizophrénie dont l'évolution montre une prévalence de la dissociation affective. (A contribution to the study of the forms of schizophrenia the evolution of which shows a prevalence of affective dissociation.) Thèse de Méd. de Strasbourg, June, 1929.—Math. H. Piéron (Sorbonne).

2043. Kinberg, O. La protection légale de l'aliéné devant un tribunal Suédois. (The legal protection of the insane before a Swedish court.) *Acta psychiat. et neur.*, 1929, 4, 341-389.—A very comprehensive and detailed report of domestic, social and judicial problems arising out of a case of prolonged and recurrent syphilis in a man, presented to the Swedish Medical Society in April, 1929, for discussion by the writer.—M. L. Reymer (Wittenberg).

2044. Kronfeld, A. Über den Wandel des Schizophreniebegriffes. (On the change of the concept of schizophrenia.) *Monatssch. f. Psychiat. u. Neur.*, 1929, 73, 140-166.—This is an argument for the value which would accrue from a clarification of the questions arising from the historical treatment of the concept if such clarification were not limited to a bare enumeration of the various theories but proceeded to a thoroughgoing analysis of them. Kronfeld shows how Kraepelin's conception resembles that of his predecessors and how this in turn changed through contradicting criteria. Especially interesting is the author's discussion of the impossibility of actually removing psychological theory from psychiatry; with the result that the latter, although desiring to follow a patho-physiological concept, must necessarily remain within the categories of psychology. The latter part of the work traces the development of the concept through Bleuler and Berze, with the latter of whom Kronfeld agrees and whose theory of the disintegration of the self he adopts and also

whose method of psychological description he ranks high in value.—R. H. Waters (Arkansas).

2045. Lagriffe, L., & Senges, N. Un cas de simulation prolongée de troubles mentaux. (A case of prolonged simulation of mental disease.) *Ann. méd.-psychol.*, 1929, 87 (II), 127-143.—The second installment of the description of an individual who simulated mental disease for 15 months gives in detail the examinations made at frequent intervals and the analysis of the conclusive findings.—O. W. Richards (Clark).

2046. Lagriffe, L., & Senges, N. Un cas de simulation prolongée de troubles mentaux. (A case of prolonged simulation of mental disease.) *Ann. méd.-psychol.*, 1929, 87 (II), 241-263.—The third installment briefly reviews the examinations of the man who imitated mental disease for 15 months and tells how he recovered his sanity after falling from his bed. He then simulated amnesia, being apparently unable to remember anything since the month seven years earlier when he committed a murder. As his imitation was not perfect he was judged sane and responsible for his acts and sentenced to forced labor for life.—O. W. Richards (Clark).

2047. Leroy, —, & Médakovitch, —. Délire mystique chez deux jumeaux. (Mystical delirium in two twins.) *Ann. méd.-psychol.*, 1929, 87 (II), 265-269.—Two twins developed a religious mysticism together and, becoming violent, they were admitted to the hospital within a few days of each other. The delirium concerned devils and they thought that they had been to heaven and had received a revelation from God. After a short time in the hospital they died at almost the same hour.—O. W. Richards (Clark).

2048. Lewin, B. D. Conscience and consciousness in medical psychology. *Psychoanal. Rev.*, 1930, 17, 20-25.—Historically, conscience referred to the state of the soul—to guilt. About 1700 in France, England and Germany the concept of consciousness developed from this earlier attitude. At that time the physician's attitude toward sexuality showed a relation to the rationalistic consciousness psychology—masturbation was a sin leading to disease. Satyriasis and nymphomania were interesting sexual aberrations. Impotence, however, received sympathetic treatment by some authors. In the early 19th century, psychiatry hovered, as it still does, between medicine and philosophy. There were three schools: practical care, somatic, moral-psychologic. Heinroth in 1818 constructed a theory of the ego with consciousness at three levels: primitive world consciousness; self-consciousness; appreciation of opposition between inward and outward; finally, a few reached a state of consciousness which finds an inner opposition in the self-consciousness. He felt mental disorder was based in moral corruption. The moralistic quality of his work and the brilliant success of somatic medicine led to the decline of his school. Only recently have we seen the beginning of a decline of the pure somatic school.—L. B. Hill (Towson, Md.).

2049. Lewis, E. O. Mental deficiency as a community problem. *Ment. Welfare*, 1929 (Oct. 15).—

The author deals mainly with the care of defectives outside institutions. A large increase in institutional accommodation is anticipated, but it will be one of the chief aims to train the mentally defective so that a considerable proportion may be discharged to take some place in the industrial world. About 20% of the mentally defective are at present employed. They are found to do better in industrial centers where they can be employed on group work under supervision than in country work.—(Courtesy *Eug. Rev.*)

2050. Lundholm, H. A tentative contribution to the psychology of mental confusion. *J. Abn. & Soc. Psychol.*, 1929, 24, 269-286.—The condition of confusion in general is essentially a condition when directed response is blocked by the fact that many disparate impulses, pulling in incompatible directions, reciprocally inhibit each other. The condition of confusion, as seen specifically in certain types of insanities, is secondary to and determined by a condition of general dissociation of the higher brain-systems, particularly the cortical, by some kind of toxin. This condition is naturally not essential in the temporary confusion that the normal man may suffer.—C. H. Johnson (Boston Psychopathic Hospital).

2051. Mallet, R. Les délirants. Collection des actualités de médecine pratique. (The insane. A collection of actual cases in practical medicine.) Paris: Doin, 1930. Pp. 100. 12 fr.—The author believes that the study of the insane should be taken out of the field of psychiatric symptomatology and be placed in that of general pathology. After describing what is meant by insanity, he shows that it is always governed by organic disorders and that it appears only in cases where abnormal organo-psychological processes have been established, freed from the control of mental activity. He reviews the facts of insanity and its construction, which he divides into primary and secondary insanity. He believes that a theory of insanity can be devised that would make of acute or chronic insanity, either hallucinatory or interpretative, a mental reaction to organic processes constituting a return to the primary infantile state by means of the liberation of neuro-psychic automatisms which are normally under the control of auto-conduction. No bibliography.—*Math. H. Piéron* (Sorbonne).

2052. Meese, A. H. Music, physical exercise and recreation in mental diseases. *Occup. Therap. & Rehab.*, 1930, 9, 27-32.—Anything that will arouse interest is desirable for such cases. The dynamogenic effect of music is mentioned. Participation in various activities will keep attention away from illusions. Animating music sometimes is favorable for apathetic inmates. Listening to music is likewise an exercise in concentration. A dementia praecox patient who spent all day talking about her teeth now listens to music for hours without mentioning teeth. Active forms of participation such as singing or playing an instrument are better than passive listening. Patients do not prefer jazz. Music sometimes arouses a favorable mood on the part of patients

who are otherwise unfriendly and sullen.—H. E. Burr (Ohio State).

2053. Mely, R. Contribution à l'étude de la dissociation affective. (A contribution to the study of affective dissociation.) Thèse de Méd. de Strasbourg, 1928-1929.—Affectivity is not an isolated function, for it enters into the constitution of all our states of consciousness. Each psychological function has its own affectivity, the quality of which differs from that of all the others. A very complete study of an affective dementia concludes the work. No bibliography.—*Math. H. Piéron* (Sorbonne).

2054. Moses, J. Gestaltungen und Wandlungen der Psychopathielehren in ihre Bedeutung für die Heilpädagogik. (Formations and changes in theories of psychopathy in their significance for remedial pedagogy.) *Erziehung*, 1929, 5, 139-149.—A. Römer (Leipzig).

2055. Nicole, J. E. Type psychology: its importance in mental hospital practice. *J. Ment. Sci.*, 1928, 74, 223-238.—Difficulties beyond mere description of types arise before type psychology can be applied to psychiatric practice or further to communal life. Before this is possible several steps are necessary: (1) Better and more skilled determination of an individual's type. Here it must be remembered that many of the symptoms of insanity may be the expression of just the attitude and function that are opposed to the normal personality. (2) Ascertaining the relationships that are likely to occur between one type and another when they are brought in contact; this may be different in the sane and the insane. (3) Noting the results of such association and relationships on character, not forgetting the possibility of a change of type occurring. (4) Investigating the conditioning of the occurrence of relationships, finding those factors that assist and those that hinder. (5) Assessing the value of the results of such relationships; the evaluation need not be moral so much as psychological. It is often better to have a well-balanced personality that may not reach ethereal heights of morality than to have such a strictly moral outlook as might predispose to a psychosis from insoluble conflicts. (6) Regulating the occurrence or non-occurrence of these possible relationships; for instance, by bringing certain patients together and separating others, by placing certain patients under a particular charge-nurse, by carefully picking staff for acting as "special" on a case.—E. F. Symmes (Institute for Child Guidance).

2056. Nolan, M. J. Hallucinations and sanity. *J. Ment. Sci.*, 1928, 74, 49-58.—"Hallucinations are essentially of mental origin and any special division of them based on physical or purely psychical causes must be regarded as speculative, the causes in the main being physico-psychogenic. Hypnagogic hallucinations which occur in normal persons generally at a time immediately preceding or following sleep belong to a borderline territory, but the term hypnagogic does not cover other hallucinatory experience of persons who otherwise exhibit no abnormal psycho-sensorial disturbances. Steen previously felt that hallucinations do occur in the sane which do not differ essentially from those in the insane. They

can be produced by toxins in both and may occur independently of physical changes, possibly all hallucinations depending on some process of dissociation. To these points another is added—hallucinations when recognized as such, whether or not their causation is understood by those who experience them, may be regarded as sane when they are not acted on in any degree; and as insane when they are translated into action which is detrimental to those or others."—*E. F. Symmes* (Institute for Child Guidance).

2057. *Otto, J. H. Über Neurosen bei Chinesen.* (Neuroses in the Chinese.) *Zentbl. f. Psychotherap.*, 1930, 3, 5-12.—The mixing of oriental and occidental culture in China has caused many conflicts among children and young people. Only two types of neuroses seem to be typical of the far east. One is characterized by red markings and develops in a man who has been cohabiting with a woman when her menses begin. The other, *Soo Loo*, or "birth consumption," is characterized by the somatic symptoms of consumption and develops in a man who has intercourse with his wife during the forbidden hundred days after childbirth. The sexual life plays an important rôle in the conflicts leading to neuroses. The old Chinese marriage customs are conducive to increasing these. In general, the structure and content of the neuroses found in the Chinese are not fundamentally different from those found in Europeans. Their content is stamped with the religious and superstitious beliefs of the people, but can be understood by anyone familiar with these and European psycho-somatic diseases.—*M. B. Mitchell* (Yale).

2058. *Ratsimamanga, —. Contribution à l'étude psychopathologique du mobile du suicide dans la paralysie générale.* (A contribution to the psychopathological study of the impulse towards suicide in general paralysis.) Thèse de Méd. de Montpellier, 1928-1929.—*Math. H. Piéron* (Sorbonne).

2059. *Rodiet, A. Les risques professionnels du médecin d'asile.* (The risks of doctors at asylums.) *Ann. méd.-psychol.*, 1929, 87 (II), 193-198.—The maniacs, epileptics, hypochondriacs, and those suffering with delusions of persecution are the most dangerous patients to attend. Several French doctors who have been recently killed by patients are referred to. The chief source of weapons of various sorts was from relatives permitted to visit the patients. Owing to the great risk the necessity of proper insurance is emphasized.—*O. W. Richards* (Clark).

2060. *Senges, N. Autisme et vie intérieure.* (Autism and mental life.) *Ann. méd.-psychol.*, 1929, 87 (II), 199-217.—Autism is detachment from reality with an increase of intrapsychic activity, according to Bleuler. This is shown to differ from the normal mental life of the child and adolescent. In schizophrenia autism amounts to intellectual encystment; a passive mental life made up of imaginary residues and memories. The flow of consciousness is more automatic than voluntary and often becomes a stereotyped and monotonous dialogue. In the extreme cases all touch with the external life is lost.—*O. W. Richards* (Clark).

2061. *Shestov, L. Tolstoy's "Memoirs of a Madman."* *Slavonic & East European Rev.*, 1929, 7, 465-472.—(Courtesy *Social Science Abstracts*).

2062. *Smith, L. H. Mental and neurologic changes in pernicious anemia—report of a case with treatment by the Minot-Murphy diet.* *Arch. Neur. & Psychiat.*, 1929, 22, 551-557.—*E. C. Whitman* (Boston Psychopathic Hospital).

2063. *Stern, F. The nutritionist looks at mental hygiene.* *Ment. Hygiene*, 1930, 14, 54-66.—The article shows with many cases that defective nutrition and health usually are accompanied by maladjustment arising in home or school or employment. The days of giving diet slips are past, and modern medical treatment, of which dietotherapy is a part, must consider the patient from the social and mental as well as the physical angle.—*H. M. Bosshard* (Clark).

2064. *Van Loon, F. H. G. Oer-instinctieve reacties in het normale geestesleven en in de pathologie.* (Primitive instinctive reactions in the normal life of the mind and in pathology.) *Mensch en Maatschappij*, 1929, 5, 485.—There are two methods of gaining insight into the origin of psychic characteristics: (1) the study of the history of mankind, preferably from a biological-evolutionary point of view; (2) the study of the still living primitive tribes and of children, as both are groups of individuals who have not yet reached the degree of development of adult civilized mankind. The Malays (Java, Dutch East Indies) show both in their normal life and in their psychopathology some typical groups of phenomena, the most important of which are *amok* and *latah*. *Amok* is the entirely unexpected murdering attack of the Malay. Many of these patients suffer from some infectious illness and live consequently in a state of hallucinatory confusion; their aggression is in reality a defense. *Amok* is most frequently among men. *Latah* mostly affects women. It is a state of hyper-imitativity, usually presenting itself as a consequence of a sudden fright, often with elderly women, especially with servants who have assumed the habit of a quasi-automatic obedience. The patient reaches a state of complete self-abasement towards the person who "makes her *latah*." The same phenomena may be found also in certain other primitive tribes, e.g., in the Philippines and in Africa; but also in the modern Western-European white races—then, however, not in the individual, but in the mob (cf. the panic analogous to *amok*, and the phenomena of *latah* in the audience at a concert or at a political meeting). The special character of these instinctive reactions is comparable to the protopathic stage of the development of sensibility, as found and described by Head, Rivers and Riddoch. Finally the author compares these phenomena with analogous mechanisms in children and even in the individual modern civilized man, e.g., with agony: agony cannot be explained via our intellect and our associations, and the same is true of many other forms of anxiety.—*R. van der Heide* (Radcliffe).

[See also abstracts 1964, 2089, 2098, 2173, 2195, 2206, 2209.]

SOCIAL FUNCTIONS OF THE INDIVIDUAL

2065. Adamic, L. *The Bohunks*. *Amer. Mercury*, 1928, 15, 318-324.—(Courtesy *Social Science Abstracts*).
2066. Ahlman, E. *Till komikens psykogenes*. (On the psychology of the comic.) *Tidskr. f. psyk. o. ped. forsk.*, 1929, 1, 70-79.—This is a translation into Swedish of a Finnish manuscript in which the author compares and relates the uncanny and the gruesome (*unheimlich*) with the comic.—K. Jensen (Ohio State).
2067. Allport, F. H. *Seeing women as they are*. *Harpers Mag.*, 1929, 158, 856-873.—(Courtesy *Social Science Abstracts*).
2068. Allport, G. W. *The composition of political attitudes*. *Amer. J. Sociol.*, 1929, 35, 220-238.—The political preferences, information, prejudices, and convictions of 375 undergraduate students were studied by the questionnaire method. By methods of correlation and of comparing extreme groups, the existence of types is discovered. Most prominent are those showing radicalism with high scholarship and low prejudice, and conservatism with low scholarship and high prejudice. The leading bias for the group as a whole is anti-socialistic. The highest coefficient of correlation is —.27, between radicalism and prejudice. In the treatment of difference between extreme groups conclusions are based only upon differences which have 95 chances out of 100 of being real, upon the basis of the calculated probable errors. "The political character of men is, on the whole, bound up with many generic traits in their personalities."—E. R. Hilgard (Yale).
2069. Alsberg, P. *The psychiatric social worker as placement secretary in an employment center for the handicapped*. *Ment. Hygiene*, 1930, 14, 92-108.—The procedure of placing mentally handicapped youths and adults so as to insure their adjustment to the economic world, with suggestions for research and further development. Cases from the Employment Center for the Handicapped, New York City, and the organization of the Center, are reviewed.—H. M. Bosshard (Clark).
2070. [Anon.] *Sull'attrazione della città italiana*. (The power of attraction of the Italian city.) *Bol. dell'Istit. Stat.-Econ. di Trieste*, 1929, 5-6, 114-130.—(Courtesy *Social Science Abstracts*).
2071. Bariatskij, W. *La famille impériale de la Russie*. (The imperial family of Russia.) *Monde Slave*, 1929, 6, 56-88.—Side-lights on the character and mentality of the Russian imperial family.—(Courtesy *Social Science Abstracts*).
2072. Bastide, R. *L'oeuvre de Raoul Allier et la sociologie religieuse*. (Raoul Allier's work and religious sociology.) *Rev. du Christ. Soc.*, 1929, 1, 62-72.—(Courtesy *Social Science Abstracts*).
2073. Baümer, G. *Der Unehelichenschutz und die legitime Familie*. (The protection of the unmarried and the legitimate family.) *Frau*, 1929, 6, 336-341.—(Courtesy *Social Science Abstracts*).
2074. Belpaire, F. *The moral limitations of social work*. *Int. Conf. Soc. Work (Paris)*, 1928, 12.—(Courtesy *Social Science Abstracts*).
2075. B[entley], M. *Records of mutilated speech and music*. *Amer. J. Psychol.*, 1930, 42, 115.—Attention is called to the phonographic disk-records, made by the Bell Telephone Laboratories, in which vowels and notes are sounded with and without the fundamental and other low partials, and also with and without the higher overtones. The records are recommended for demonstrating the dependence of complex sounds upon the constituent parts.—D. E. Johannsen (Wellesley).
2076. Bohlin, T. *Luthers Glaubensverständnis und der "religionspsychologische Zirkel"*. (Luther's understanding of faith and the "field of religious psychology.") *Zsch. f. Theol. u. Kirche*, 1929 (new series), 10, 321-329.—A. Römer (Leipzig).
2077. Busch, H. *Kunstschreibung und ihre psychologische Wertung*. (Artistic writing practice and its psychological evaluation.) *Schrift u. Schreiben*, 1929, 1, 13-18.—A. Römer (Leipzig).
2078. Casanovas, M. *Vanguardismo y arte revolucionario: Confusiones*. (Vanguardism and revolutionary art: confusions.) *Amata*, 1929, 22, 73-76.—(Courtesy *Social Science Abstracts*).
2079. Celander, H. *"Det gamla skall nå det nya." En folklig hushållsregel och dess tolkning*. ("The old will reach the new." A popular household rule and its interpretation.) *Folkminnen och Folktankar*, 1929, 15, 179-199.—(Courtesy *Social Science Abstracts*).
2080. Chappell, N. C. *Negro names*. *Amer. Speech*, 1929, 4, 272-275.—(Courtesy *Social Science Abstracts*).
2081. Colligan, C. I. *The rural court and the clinic*. *Ment. Hygiene*, 1930, 14, 127-150.—The paper presents cases and tables to illustrate and describe the work and problems of the clinic at the Children's Court of Clinton County, New York. The organization is shown; suggestions for further development are given.—H. M. Bosshard (Clark).
2082. Coste, Ch. *La psychologie du combat*. (The psychology of combat.) Paris: Berger-Levrault, 1929. Pp. 245.—*Math. H. Piéron* (Sorbonne).
2083. Coste, Ch. *La psychologie sociale de la guerre (mobilisation des forces morales et de leur maintien)*. (Social psychology of war: mobilization of moral forces and their maintenance.) Paris: Berger-Levrault, 1929. Pp. 114.—The author is influenced by the theory of Durkheim, but is opposed to the absolute principles laid down by him. Coste supports his thesis by statistics and by comparative and direct analysis. He cites examples from the history of an infantry regiment to which he belonged during the war. He believes that the study of combat should begin with the study of the life of man in the group and should continue with the life of the individual in combat. A combatant's thoughts are concerned especially with the social plane and the immediate present, not with the individual plane or the past.—*Math. H. Piéron* (Sorbonne).
2084. Crepleux, J., & Jamin, —. *L'orgueil et ses signes graphologiques*. (Pride and its graphological signs.) *Psychol. et vie*, 1929, 3, 211-212.—*Math. H. Piéron* (Sorbonne).

2085. Cressey, P. F. The influence of the literary examination system on the development of Chinese civilization. *Amer. J. Sociol.*, 1929, 35, 250-262.—For twenty centuries the civil service examination system held a central place in Chinese life. The institution was characterized by its democratic character, its highly competitive operation, its preservation of the traditions of Confucianism and of the literati. The influence was twofold: (1) It aided in preserving the cultural unity and political stability of China. (2) Its rigid prohibition of all originality and experimentation rendered cultural progress impossible.—E. R. Hilgard (Yale).

2086. Darwin, L. Why ancient civilizations decayed. *Armchair Science*, 1929 (Dec.).—Indicating the likenesses between our own civilization today and those of Rome and other great cultures of the past, Darwin goes on to explain the dual processes of an increasingly unselective death rate and the differential birth rate.—(Courtesy *Eug. Rev.*).

2087. Davis, H. N. Social values of the open forum. *Sociol. & Soc. Res.*, 1929, 13, 256-264.—(Courtesy *Social Science Abstracts*).

2088. De Keyser, J. L. M. Het begraven der dooden bij de natuurvolken (motieven en ontwikkeling). (Burial of the dead by primitive tribes—motives and development.) *Mensch en Maatschappij*, 1929, 5, 457.—This article aims to answer the following questions: (1) What are the motives underlying the different ways in which primitive tribes dispose of their dead? (2) Which of these ways is the oldest? (3) Is it possible to ascertain a fixed succession of the different ways? For the purpose of this investigation the following main forms have to be considered: (1) leaving the corpse at the place of death; (2) throwing away the corpse somewhere outside the camping place (*Aussetzung*); (3) burial; (4) entombing above the earth, either in trees or on scaffolds or in cabins; (5) cremation. The main motive has always been fear of the deceased, especially of his soul, which fear at a later stage developed into a cult of the deceased. The oldest way to deal with the dead was probably cannibalism; in many tribes, however, the first form mentioned, i.e., the flight away from the corpse, was the oldest form. Motives: fear of the soul of the deceased, fear of contamination "by death." There is no fixed succession; the development follows different lines at an early stage. The *Aussetzung* either resulted from the custom of taking the sick into the jungle for fear of contamination, or it was a radical inversion of the older flight for the corpse. The burial developed at an early stage in combination with the flight and was originally a means of defense. Entombment had originally a temporary character; motives: (1) to give the dead an opportunity to watch the mourning in his honor (thus fear), (2) impossibility of a burial (e.g., in winter), (3) unsuitability of the place, e.g., because of distance from the camping place, (4) saving for the celebration in honor of the dead; this celebration developed from the old custom of burying the dead with his belongings; at a later time it became customary to give the dead presents and in order to bring a sufficient number of presents together, the

deceased was temporarily entombed, in order to be buried as soon as this number would be saved (thus worship, though still mixed with fear). Cremation may have been one of the early methods, either as a means of defense or as a reminder of cannibalism; it is, however, also possible that it did not develop until later, when man had already reached the custom of saving and worshipping the remaining bones; in this latter case cremation is a means for accelerating the process of dissolution.—R. van der Heide (Radcliffe).

2089. Dimmler, H. Skrupulosität und religiöse Seelenstörungen. (Over-scrupulousness and religious mental disturbances.) *Donauworth: Auer*, 1930. Pp. 288. M. 5.00.—A. Römer (Leipzig).

2090. Diserens, C. M., & Bonifield, M. Humor and the ludicrous. *Psychol. Bull.*, 1930, 27, 108-118.—No new laughter theories have appeared recently; but an increasing emphasis upon social factors appears, and also upon differences of age, sex, nationality, race, and breeding. (33 titles reviewed.)—J. F. Dashiell (North Carolina).

2091. Ducasse, C. J. The philosophy of art. New York: Dial Press, 1930. Pp. xiv + 314. \$3.50.—The philosophy of art is the general theory of the criticism of art and esthetic objects. After a discussion of the various theories of art the author defines art (endotelic: esthetic) as a conscious objective self-expression, the language of feelings. The theses are "that the range of human feelings include vastly more than the few emotional states for which we have names; that language is essentially objectification; that art and beauty are essentially distinct; that Beautiful and Ugly are terms predicating of objects only the fact that some one who contemplates them aesthetically obtains from them feelings that are pleasant or unpleasant; that judgments of beauty are therefore wholly relative to the constitution of the individual observer and are 'valid' for others only so far as those others happen to be constituted like him; that art-critics are therefore never authorities in matters of beauty and ugliness but at best only guides."—E. B. Heim (Provo, Utah).

2092. Dunham, J. H. Principles of ethics. New York: Prentice-Hall, 1929. Pp. xiii + 570. \$3.00.—The author is concerned with a philosophical inquiry into the act of the individual as the datum of ethics. In Part II he considers hedonism, utilitarianism, transcendentalism, and the philosophy of purpose as methods of ethics. His third discussion deals with the ethical problems of freedom, duty, virtue, vice, self-sacrifice, and moral rehabilitation. The concluding treatment is a consideration of the ethical sanctions of sympathy, conscience, reputation, and law.—D. Katz (Princeton).

2093. Edie, L. D. Peaceful penetration. The impact of American business on English culture. *Century*, 1929, 117, 559-565.—(Courtesy *Social Science Abstracts*).

2094. Foster, A. L. A cooperative venture in the field of race relations. *Opportunity*, 1929, 7, 96-99.—(Courtesy *Social Science Abstracts*).

2095. Fujita, M. Japanese associations in America. *Sociol. & Soc. Res.*, 1929, 13, 211-228.—(Courtesy *Social Sciences Abstracts*).

2096. Götz, B. Die Couvade. Der Versuch einer psychiatrischen Deutung des Männerkindbetts. (Couvade. An attempt at a psychiatric explanation of the masculine "childbed.") *Zsch. f. Sex.-wiss. u. Sex.-pol.*, 1930, 16, 477-485.—Alcide d'Orbigny describes the couvade as follows: "When the woman is well after her confinement, the husband must feign illness, complain, and fast strictly. When one calls upon him, one wishes him a speedy recovery. After thirty days he is pitched and scourged out of his hammock; ants are placed on his arms to cure his stiffness after long inactivity. An inexplicable comedy." Among some primitive peoples the husband is abused and mishandled during his "confinement," among others he is cared for solicitously, while other tribes ignore him. Levy-Bruhl interprets this as a mystic participation in the ordeal of the wife, comparing the couvade to various ceremonies in the folklore of the gipsies and other tribes. All these participation ceremonies are performed at the time of delivery, however, while the true couvade occurs later. Reik explains couvade as a repentance ceremony—repenting for hatred of the father, and tribal father-murder. The explanation might be more acceptable if he were to substitute expiation or penitence for repentance. However, the author believes that the Oedipus concept is not necessary to an understanding of this phenomenon. Obviously the man who performs couvade is in a hysterical condition. He is playing for sympathy; he uses as his mechanism a simulation of the condition of the woman in childbirth. Couvade is an escape mechanism: apparently the flight is from a situation which shatters the ego. No longer is the man an isolated personality; he is now a father, partaking of tribal responsibilities, a mere link in Nature's pattern.—H. Marshall (Stanford).

2097. Grote, L. R. Über die Beziehungen der Medizin zur Theologie vom Standpunkte der Praxis. Schweitzer, O. Eine theologische Antwort. (On the relations of medicine to theology from the practical standpoint.) (A theological answer.) *Schwerin: Bahn*, 1929. Pp. 31. M. 1.10.—A lecture and rejoinder on the same topic. Grote holds that the co-operation of theologians and medical men is mutually beneficial and desirable. Whereas it is the official duty of the doctor to restore the invalid to life, or at least to lighten his pain, it is the minister's aim to strengthen the individual who is torn by spiritual anxieties. The former takes his cue from natural science, the latter from religious belief and faith. The doctor and theologian, then, are opposed to each other, with regard to their separate aims, at the death-bed. But to limit their cooperation to this extremity alone is wrong; rather they should work together whenever sickness is present. Such cooperation would be difficult for most ministers, due to their dogmatic narrowness and inability to individualize a single person, nevertheless the ritual may frequently be put to good use in treating the sick. From the standpoint of psychotherapy a "mental pedagogy"

whose watchword is optimism is beneficial. The minister must lay aside his pastoral manner to be successful. In the rejoinder, Schweitzer repudiates many of the above ideas, emphasizing the fact that religion cannot be used for any worldly purpose, nor for mental therapy, since religion deals only with the future life. However, he is in favor of the doctor and minister working together in any way they can legitimately.—R. H. Waters (Arkansas).

2098. Halbwachs, M. Le suicide et les maladies mentales. (Suicide and mental diseases.) *Rev. phil.*, 1929, 54, 323-360.—It is generally admitted that there are two entirely distinct categories of suicides, one to be explained by social conditions and the other by mental disorders. The author does not think that the two categories as explained by this different determination exist. He believes that every case of suicide can be considered from either viewpoint. Social life is a perpetual effort waged by human groups to triumph over the causes of disintegration which menace them. If these groups are weakened in any way, the vital energy of the group is relaxed, and there are formed certain lacunae in which the cases of suicide are to be found. The social observer is chiefly concerned with the formation of these lacunae, while the psychiatrist, on the contrary, considers the man himself detached from his environment, that is, the case of suicide and not the lacuna that caused his death. Accordingly, as we consider the one point of view or the other, we see in the suicide the effect of a nervous disorder which has arisen from organic causes or a rupture of the group equilibrium which has arisen from social causes.—Math. H. Piéron (Sorbonne).

2099. Harper, R. M. Some demographic characteristics of American educational centers. *Scient. Mo.*, 1930, 30, 164-169.—Certain criteria (including adult ratio, illiteracy count, sex ratio, size of family, etc.) are applied to twenty-five college towns.—J. F. Dashiell (North Carolina).

2100. Hebensperger, J. N. Religiöse Wunderkinder; eine vergleichende religionspsychologische Studie. (Religious infant prodigies; a comparative study in religious psychology.) *Pharus*, 1929, 20, 397-414.—A. Römer (Leipzig).

2101. Helfenberger, A. Zur Psychologie der Handschrift. (The psychology of handwriting.) *Schweis. Zsch. f. angew. Psychol.*, 1929, 5, 332-342.—A. Römer (Leipzig).

2102. Herberitz, —. Aus der kriminalpsychologischen Praxis. Der Mörder will gästimiert werden. (From the practice of criminal psychology. A murderer wishes to be esteemed.) *Psychol. Rundschau*, 1930, 1, 341-344.—The author cites the case of a criminal serving life sentence for four murders. A study of the history of the case shows conditioning by the mother that led to the development of a hypochondria. Hatred of the mother led to a four-fold murder, mother, child, wife and sister-in-law, imagined to be in sympathy with the mother. When the court disagreed as to the sanity of the criminal, the lawyer for the defense pleaded responsibility for his client, sending him to a prison rather than to an insane asylum. This was done on the basis

of money-saving for the family and at the wish of the client. In conversation with the criminal it was revealed that this wish and a desire expressed by him that his insurance money go to living relatives, had its motive in a desire to be highly esteemed by these and acquaintances after his death.—A. B. Herrig (Central State Teachers College).

2103. Herrmann, E. *So ist die neue Frau.* (Thus is the new woman.) Hellerau: Avalun-Verlag, 1929. Pp. 170. M. 3.00.—In contrast to the traditional types of woman, lady and housewife, the writer describes a third type who is attempting to demonstrate, through her action and conduct, that she may not be considered a second-rate individual who exists in dependence and servitude, but one who fills a definite position in life. The author characterizes the type with reference to her position in the human scale, to her calling, her relations with her parents, etc., and discusses the question of vocation versus family duties, etc.—R. H. Waters (Arkansas).

2104. Hutchison, W. P. *African prophets.* *Southern Workman*, 1929, 58, 123-130.—(Courtesy *Social Science Abstracts*).

2105. Jefferson, M. *The geographic distribution of inventiveness.* *Geog. Rev.*, 1929, 19, 649-661.—(Courtesy *Social Science Abstracts*).

2106. Jiménez de Asúa, L. *El tratamiento de los menores abandonados y delincuentes en el Brasil.* (Treatment of abandoned and delinquent minors in Brazil.) *Rev. crimin. psiquiat. y med. legal*, 1929, 16, 70-77.—(Courtesy *Social Science Abstracts*).

2107. Johnson, J. W. *Die religionspsychologische Methode.* (The methods of religious psychology.) *Zsch. f. Theol. u. Kirche*, 1929 (new series), 10, 329-338.—A. Römer (Leipzig).

2108. Jones, R. M. *Some exponents of mystical religion.* New York: Abingdon, 1930. Pp. 237. \$1.50.—The book treats mysticism from the standpoint of the mystic. The first chapter gives a general description of mystical experience. The mystic claims that his mind comes into immediate contact with environing spiritual reality in much the same way that it comes into contact with material objects through the senses, though the latter form of experience has the advantage of being conveyed in more convincing terms. Yet it is a very common experience to have a feeling of certainty that we cannot explain, or one of harmony or confidence not based on detailed facts. The mystic often has a convincing experience of God as certain as sense experience. Other chapters treat of mysticism as found in Plotinus, Eckhart, Luther, Browning, and Whitman. The final chapter treats of mystical life and thought in America.—J. P. Hylan (Stoneham, Mass.).

2109. Kinberg, O. *En ovanlig lagbrytare.* (An unusual criminal.) *Svenska läkart.*, 1930, 5, 129-144.—The case described was a leader of a group of Russian counter-revolutionists which some ten years past were sentenced to imprisonment for a series of outrages culminating in the death of a number of agents of the Russian Government in Stockholm. This man, originally sentenced to death, is the only one of the group still remaining in prison. A num-

ber of unusual conditions make his case interesting. It illustrates how a combination of factors, not ordinarily criminogenic, such as loyalty to friends, patriotism, steadfastness, idealism, may combine to cause an individual to commit crime. It illustrates also to what extent moral codes and attitudes toward the law are products of a culture system and quite incomprehensible to one unfamiliar with culture. He came originally from one of the trans-Caucasian provinces of Russia, where he claims to have been a wealthy land holder before the war. He is a Mohammedan in religion. He was a colonel of militia, and later a colonel in a Cossack regiment, the body guard of the Czar. He had served as special agent of the Czar's government to the Mussulmen in the Eastern Empire. His general attitude toward life is that of an oriental. During the revolution practically all his relatives were killed by the Bolsheviks and he lost all his lands and possessions. He had come to Sweden under the impression that it was still an "old monarchy," friendly to a counter-revolutionary and reactionary. Received at the prison in March, 1921, he soon began to manifest evidence of mental disturbance, taking the form of dreams and visions in which the spirits of his brothers, killed in the revolution, appeared before him. His behavior grew violent until he was finally received into the psychopathic ward of the prison in July. For the next three years he appeared to pass through a gradual mental deterioration, during which he lapsed into a stuporous condition from which it was almost impossible to arouse him. In 1924 he began to show signs of improvement, which continued throughout the following two or three years, until he appeared almost wholly normal except for certain peculiarities such as extreme insensitivity to cold, fear of light, and the persistence of a series of systematic hallucinations. His interests became dominantly religious and philosophical. In his visions there appeared to him his son, his brothers and father, all of them dead, and the Grand Duchess Tatiana, eldest daughter of the Czar. The latter discusses religion, the church and philosophical subjects with him. All of them chide him for his failure to carry out the obligation of blood revenge, an institution among his people. Analyzing the case from a psychological point of view the following factors help to explain his behavior: his psychopathic constitution, his oriental background and attitude toward life, the series of terrible misfortunes which had befallen all those nearest to him and those of high rank to whom he owed a personal allegiance, the duty of blood revenge and the *lex talionis* of his people, a complete misunderstanding of the political situation in the land where the crime was committed, and the collective aspects of the crime.—C. T. Pihlblad (Wittenberg).

2110. Kingsley, H. M. *The negro goes to church.* *Opportunity*, 1929, 7, 90-91.—(Courtesy *Social Science Abstracts*).

2111. Kracht, E. *Methods of creating a community spirit in rural districts.* *Int. Conf. Soc. Work* (Paris), 1928, 32.—(Courtesy *Social Science Abstracts*).

2112. Landry, L. La compréhension de la musique. (Comprehension of music.) *Psychol. et vie*, 1929, 3, 199-202.—*Math. H. Piéron* (Sorbonne).

2113. Laaki, H. J. The dangers of obedience. *Harpers Mag.*, 1929, 159, 1-10.—(Courtesy *Social Science Abstracts*).

2114. Leinweber, B. Empirisch-psychologische Beiträge zur Typologie des dichterischen Schaffens. (Empirico-psychological contributions to the typology of literary creation.) Langensalza: Beyer, 1929. Pp. 96. M. 2.40.—This study, prompted by the example of E. Jaensch, attempts, through a thoroughgoing analysis of the works of eight men, to classify the heterogeneity of artistic productions and to describe the mental structure of the various types. In addition to a general characterization of these writers, studies involving the Rorschach test, eidetic phenomena, synesthesia and forms of symbolic thought were made. The author then presents an analysis of a wider range of literary productions. He distinguishes three types: (1) objective adherence to the external world; (2) egocentrism and allegory; (3) a combination of the objective and the subjective with the added element of the problematic. The author names them the coherent, the contemplative, and the dynamic type.—*R. H. Waters* (Arkansas).

2115. Loewenthal, J. Altgermanische Jünglingsbünde. (Ancient German alliances of young men.) *Zsch. f. Sex.-wiss. u. Sex.-pol.*, 1930, 16, 471-477.—Records of alliances of young men in Germany are extant from the time of Tacitus, who describes three such organizations. Various later associations are described by other authors. Many of these seem to have had some ritualistic ceremony which imitated second birth, coitus, or other acts with sexual significance. The symbolism of the fetishes and totems involved is easy to trace. A psychological explanation is more difficult. It is probable that the hatred of fellowship for paternalistic supervision, the desire of the Semite for association without outside authority, is at the basis of their development.—*H. Marshall* (Stanford).

2116. Loukas, C. Consciousness of kind among university students. *Soc. Forces*, 1929, 7, 385-388.—(Courtesy *Social Science Abstracts*).

2117. Luquet, G.-H. Sur l'origine des notions mathématiques. Remarques psychologiques et ethnographiques. (Concerning the origin of mathematical concepts. Psychological and ethnographical remarks.) *J. de psychol.*, 1929, 26, 733-761.—A study of decorations shows that, even in primitive peoples, the elementary notions of mathematics find concrete expression. 26 figures are presented and discussed, the author attempting to relate his data to the question whether mathematical ideas are innate or empirically developed. He says, "Experience is an elaboration of nature by the mind. But the mathematical notions of figure and number require neither any other elaboration nor any other source than the ideas the empirical origin of which nobody contests, like those of tree and bird."—*N. L. Munn* (Pittsburgh).

2118. Lumley, F. E. Nature of propaganda. *Sociol. & Soc. Res.*, 1929, 13, 315-324.—(Courtesy *Social Science Abstracts*).

2119. Maddox, J. E. Modern superstitions. *Independent Educ.*, 1929, 2, 5-8.—(Courtesy *Social Science Abstracts*).

2120. Mayer, E. La psychologie militaire. (Military psychology.) *Rev. phil.*, 1930, 55, 22-42.—Psychology should be intimately concerned with every study of military art. An efficient utilization of men implies a knowledge of their make-up. Furthermore, since their individual behavior varies from the moment that they become a part of a specialized whole, the study of this new behavior should throw light upon the psychology of crowds. The authorities should be equally concerned with the technique of the profession and with the moral factors involved. And if, for the purpose of correctly interpreting history and drawing valuable conclusions from it, a method of reasoning and observing is necessary which only psychology can furnish, psychology should be equally useful in deciding in what measure concepts concerning our minds should be considered. Therefore, the psychologist should have an important place in the army organization.—*Math. H. Piéron* (Sorbonne).

2121. McAfee, J. E. Churches and race relations. *Opportunity*, 1929, 7, 39-41.—(Courtesy *Social Science Abstracts*).

2122. Michels, R. Der Patriotismus. Prolegomena zu seiner soziologischen Analyse. (Patriotism: prolegomena to a sociological analysis.) Munich and Leipzig: Duncker & Humblot, 1929. Pp. viii + 269.—This book aims to describe some of the incidental phenomena of patriotic feeling. The analysis of this complex condition, based on international material, is extended through four large chapters: The mythus of the fatherland; The function of yearning in national consciousness; The foreigner; The national hymns. The origin of a nation and its alleged mission are the principal intellectual aspects of patriotism. Love of country and love of home are congruent feelings, but not related as whole to part. Permanent change of location shows the transformation which the concept of fatherland undergoes. The sociology of patriotic songs indicates that their specific function of inspiration is derived from association with the verbal expression of nationalistic thought.—*O. Seeling* (Leipzig).

2123. Müller-Lyer, F. The evolution of modern marriage. (Trans. by I. C. Wigglesworth.) New York, Knopf, 1930. Pp. 248. \$4.00.—This book is one of a series which the author intended to constitute a unified systematic sociology. The material is classified under the sub-divisions love, motives for marriage, obtaining wives, marriage, and social position of women. Each of these is shown to have passed through three evolutionary stages; the clan epoch, the family epoch, and the individual or personal epoch. The first epoch is characterized by the primary or biological manifestations of sex. Such attributes as jealousy, modesty, chastity, romantic love, and monogamy are secondary and appear first in the family epoch. The third epoch is marked by

the emergence of woman as an individual and the equalizing of the sexes. This latter phase, now in its early stages, is the natural progression of the law of division of labor—first, sexual differentiation; then differentiation in the occupations of men; third, differentiation among women. Economic independence of women is essential to the evolution of marriage as a bond between two free individuals, pure—but breakable—monogamy. This marriage can exist only under certain conditions of differentiation of women: co-operative housekeeping, special education, motherhood insurance. Weakening of family life inevitably follows the higher organization of society. The weaker the family, the more independent is woman. It may be predicted that the differentiation and thereby the independence of women will continue to advance, although the difficulties of the transition period are great and antagonistic forces may cause a temporary regression. The movement of civilization proceeds from geneconomy to society. The key to the comprehension of sexual development may be found in this statement: "With growing civilization the primitive purely animal sex instincts will be overlaid with an ever richer imaginative life; and the sexual life will consequently be endowed with ever increasing spirituality."—M. P. Montgomery (Faribault, Minn.).

2124. Murray, J. M., & Young, J. C. Modern marriage. *New Adelphi*, 1928, 14, 221-227.—(Courtesy *Social Science Abstracts*).

2125. Paget, E. H. Sudden changes in group opinion. *Soc. Forces*, 1929, 7, 438-444.—(Courtesy *Social Science Abstracts*).

2126. Paschen, P. Die Befreiung der menschlichen Stimme. (The liberation of the human voice.) Stuttgart: Hippokrates-Verlag, 1930. Pp. 304. M. 5.50.—Out of a rich experience Paschen attempts to reveal the invalidity of many vocal theories, according to which the tone in the head resides in the forehead or some such place, and substitutes for them a new vocal theory based on anatomical and physico-psychological facts. He holds that the entire vocal apparatus is a resonator which strengthens or softens the air waves set up by the vocal cords. Such a theory, he holds, is the correct one and will prove exceptionally useful in speech and singing. The function of the larynx and pharynx is looked upon as biological protection. That stimulation and encouragement are the key to the successful recovery of the misused voice is indicated by the author's researches. The treatment of the stutterer is of the same nature. Paschen's technique bears the marks of an earlier philosophical epoch, but it is also related to psychoanalysis. The book contains many pedagogical suggestions both for teaching and for the analysis of speech difficulties.—R. H. Waters (Arkansas).

2127. Perry, S. H. The press under fire. *Univ. Missouri Bull.*, 1928, 29, 2-17.—(Courtesy *Social Science Abstracts*).

2128. Randall, J. H. The rôle of science in modern life. *Rel. Educ.*, 1930, 25, 107-115.—Without doubt religion will continue to become more adapted

to the general scientific atmosphere and meet the needs and interests of the modern world. But while the scientific mind weighs, judges, and reserves decisions, the religious consciousness craves ideals, certainty and esthetic relaxation. Thus while scientific technique may help religion to realize its ends in such things as effective teaching and the relief of suffering, it will not supply the spiritual incentive by which we are sustained and inspired.—J. P. Hylan (Stoneham, Mass.).

2129. Rankin, J. O. The use of time in farm homes. *Nebraska Agric. Exper. Sta. Bull.*, 1928, 230, 50.—(Courtesy *Social Science Abstracts*).

2130. Rehfeld, —. Zum Selbstmordproblem. (On the problem of suicide.) *Sonderbeilage der Kriminalist. Monatsh.*, 1929, No. 3. Pp. 60.—The work is written for police officials, dealing with the causes for and the methods of suicides together with the criminal elements in the history of potential suicides. The first part gives a classification of the most important facts bearing on suicide.—R. H. Waters (Arkansas).

2131. Rehm, O. Arbeiten aus dem Gebiete der Kriminal- und Sozialpsychologie. (Contributions to the field of criminal and social psychology.) *Zsch. f. Völkerpsychol. u. Soziol.*, 1929, 4, 446-463.—A summary of thirty articles from the *Monatsschrift für Kriminalpsychologie und Strafrechtsreform*, bearing on the problem of criminality and suicide from various standpoints, including race, mental abnormality, and personality types.—J. R. Kantor (Indiana).

2132. Seashore, C. E. Measures of musical talent: a reply to Dr. C. P. Heinlein. *Psychol. Rev.*, 1930, 37, 178-183.—"From the point of view of laboratory research procedure, most of his findings are valuable and appropriate. . . . But he fails to take into account that the measures which he is criticising are practical devices designed for short-cut and snapshot samplings of musical capacities."—A. G. Bills (Chicago).

2133. Sherwood, H. N. Can we conquer leisure? *Rel. Educ.*, 1930, 25, 140-143.—The development of labor-saving machinery has resulted in greatly increased leisure for the average person. Apparently much of the increase in crime has resulted from this increase in leisure. We are thus confronted with the problem as to how it may be used for improvement rather than deterioration.—J. P. Hylan (Stoneham, Mass.).

2134. Sprague, J. R. The chain-store mind. *Harpers Mag.*, 1929, 158, 256-366.—(Courtesy *Social Science Abstracts*).

2135. Swiren, J. B. The Jewish woman. *Jewish Forum*, 1929, 12, 64-67.—(Courtesy *Social Science Abstracts*).

2136. Telford, C. W. Differences in responses to colors and to their names: some racial comparisons. *J. Genet. Psychol.*, 1930, 37, 151-159.—In 10 trials administered to college whites and college negroes, the latter consistently excelled in speed of reading the names of colors while the former consistently excelled in speed of naming the colors themselves. In-

terpretation is suggested in terms of the kinds of activity involved, reading the names being a simpler process than naming the colors, which involves conflicting tendencies.—*J. F. Dashiell* (North Carolina).

2137. Titius, A. Gibt es religiösen Instinkt? (Are there religious instincts?) *Zsch. f. Theol. u. Kirche*, 1929 (New Series), 10, 369-380.—*A. Römer* (Leipzig).

2138. Toulemonde, J. L'art de commander. (The art of commanding.) Paris: Blond & Gay, 1929. Pp. 321.—The author discusses the psychology of personal authority, dealing with officers, professors, employers, and all who are in a position to give orders. At the end of each chapter, he sums up under the form of pragmatic laws certain conclusions of a practical nature resulting from the discussion.—*Math. H. Piéron* (Sorbonne).

2139. Toulouse, E. Le suicide. (Suicide.) *Prophyl. ment.*, 1929, 6, 91-96.—The author points out that there are 100,000 cases of suicide each year in Europe. It is as though a large city, such as Nancy or Reims, should vanish yearly. Toulouse thinks that the main cause is the difficulty experienced in adapting to conditions of modern life and that this poor adaptive ability is linked with biological conditions which can be discovered and modified by physicians and psychologists.—*Math. H. Piéron* (Sorbonne).

2140. Travis, L. E., & Herren, R. Y. Studies in stuttering. V. A study of simultaneous antitropic movements of the hands of stutterers. *Arch. Neur. & Psychiat.*, 1929, 22, 487-494.—In simultaneous antitropic movements of the two hands (abduction and adduction), we found the following to be true of the groups studied: right-handed normal speakers with a history of right-handedness lead more frequently with the left hand; right-handed normal speakers with a history of left-handedness lead about as often with one hand as with the other; left-handed normal speakers with a history of left-handedness lead more frequently with the right hand, and right-handed stutterers, regardless of a positive or a negative history of left-handedness, lead more frequently with the right hand. No significant differences seemed to be found between the groups relative to simultaneous leads. In a supplementary study of eyedness, a significantly greater number of amphicocular persons were found among the right-handed stutterers than among any other group, with the possible exception of the right-handed normal speakers with a history of left-handedness. There were fewer right-eyed subjects among the right-handed stutterers than among the right-handed normal subjects with a history of right-handedness.—*E. C. Whitman* (Boston Psychopathic Hospital).

2141. Valentin, B. Die soziale Bedeutung des Pseudohermaphroditismus und ähnlicher Missbildungen. (The social significance of pseudo-hermaphroditism and similar malformations.) *Dtsch. med. Woch.*, 1929, 55, 873-875.—(Courtesy *Social Science Abstracts*).

2142. [Various.] Students' dissertations in sociology. *Amer. J. Sociol.*, 1929, 35, 275-295.—A list of doctoral dissertations and masters' theses in preparation in American universities and colleges.—*E. R. Hilgard* (Yale).

2143. Vernon, P. E. Method in musical psychology. *Amer. J. Psychol.*, 1930, 42, 127-134.—The author considers some of the reasons for the lack of theoretical validity, as well as of practical applicability, in the field of the psychology of music. The chief criticism which he has to offer of the work done in this field so far, is its failure "to adopt the psychological attitude and to assume the subjective viewpoint"; the investigators have discussed form, content, value, etc., as objective problems, "instead of recognizing that music consists essentially of emotions, images, and percepts in the minds of composer, performer, and listener." When attacked from a purely physical angle the musical meaning is entirely lost. On the other hand, when approached from the purely esthetic side, the results are so conditioned by the attitude of the observers to music, that their significance is necessarily dependent on a general or synthetic view of musical psychology. The author feels that there is a fundamental opposition between esthetic experience of any kind and scientific method, which no investigation in this field can fully overcome. The study of musical psychology must, by its very nature, be pre-scientific. Wherever possible the scientific approach should be introduced, but the artistic attitude must not be forgotten, else the investigator will find that he has destroyed the phenomenon he was trying to investigate.—*D. E. Johanssen* (Wellesley).

2144. Vernon, P. E. The personality of the composer. *Music and Letters*, 1930, 11, 38-48.—"... no scientific study of music (as distinct from mere sound) will be possible until we conform to the thesis that music is wholly contained within the psychologies of the composer, the performer and the listener, and their interactions." Biographies of 20 great composers of the seventeenth to the nineteenth centuries were studied. These men were divided into classical (Purcell, Handel, Haydn, Mozart), romantic (Beethoven, Weber, Schubert, Berlioz, Chopin, Schumann, Liszt, Wagner, Tchaikovsky, Grieg) and intermediate (Bach, Mendelssohn, Verdi, Franck, Brahms, Dvorak). The classicists tend to write abstractly or to employ objective realism. The romanticists express in music their own moods, or the emotions aroused by some external stimulus. The romanticists are on the whole more neurotic, more non-social and have poorer physique than have the classicists. These data are supported by coefficients whose values lie between .5 and .7 ± .1 (by the mean square contingency method). 30% of the composers studied were born of very musical parents; in 40% some musical tendencies appear in the ancestors. The transmission of musical talent over several generations was found to be extremely rare. 60% of the composers had "good opportunities for the development of their musical powers."—*P. R. Farnsworth* (Stanford).

2145. Visser, H. L. A. Hoofdbeteekenis van lofbelooningsrecht. (Principal meaning of a remunerative law.) *Mensch en Maatschappij*, 1929, 5, 441.—The author defends in this article a remuneration in American universities and colleges.—*E. R. Hilgard* (Yale).

2145. Visser, H. L. A. Hoofdbeteekenis van lofbelooningsrecht. (Principal meaning of a remunerative law.) *Mensch en Maatschappij*, 1929, 5, 441.—The author defends in this article a remuneration in American universities and colleges.—*E. R. Hilgard* (Yale).

tive law as a complement of the penal law. His main argument therefor is the fact that in his opinion the penal law is one-sided since it only punishes wrong-doing and does not reward virtue. It is, moreover, a general tendency in modern life to be critical rather than constructive and a remunerative law would help to counterbalance this tendency. A second argument for such a law is the fact that real virtue is being insufficiently evaluated. The remunerative law should be drafted as a complement to the penal law because only in this way will it be possible to punish the numerous shrewd persons who remain out of the hands of the present penal law. It would help to promote the administration of justice if, although such persons could not be punished, they would receive a certain lack of enjoyment through the fact that their really virtuous fellow-men obtain in the "legal remuneration" something in excess of the ordinary.—*R. van der Heide* (Radcliffe).

2146. Wellisch, S. *Korrelation zwischen Ähnlichkeit und Eheglück*. (Correlation between resemblance and marital happiness.) *Zsch. f. Sex.-wiss. u. Sex.-pol.*, 1930, 16, 508-509.—Dr. R. Hofstätter, in an article entitled *Resemblance, Choice of Consort, and Marriage* (*Zsch. f. Sex.-wiss. u. Sex.-pol.*, 1929, 16, 242) found that in twenty-one marital pairs showing primary resemblance (i.e., resemblance at the time of marriage) there were fourteen happy and seven unhappy marriages; in six pairs with secondary resemblance (resemblance developing after marriage) all were happy. Of sixty pairs without the resemblance factor, twenty-eight were happy, thirty-two unhappy. On the basis of the primary resemblance, Wellisch calculates a correlation coefficient of +0.13, which he interprets as a weak but positive correlation between resemblance and compatibility. If the cases with secondary resemblance are added to the figures, the coefficient is raised to +0.255. He concludes that a definite index of marital happiness can be found in the degree of secondarily produced resemblance.—*H. Marshall* (Stanford).

2147. Wessel, B. B. *Ethnic factors in the population of New London, Connecticut. The community area as a unit for the study of ethnic adjustment.* *Amer. J. Sociol.*, 1929, 35, 263-270.—The community area represents the area which encompasses an entire school population in a given city or town. The tools of social anthropology developed in relation to "culture areas" may be used for concentrated scientific study upon a given unit. The article is chiefly concerned with the concepts and programs, and refers but incidentally to the New London situation.—*E. R. Hilgard* (Yale).

2148. Willey, M. M. *The validity of the culture concept.* *Amer. J. Sociol.*, 1929, 35, 204-219.—The attack of Floyd Allport upon the "group fallacy" fails to recognize that individuals in a group respond not only to like stimuli (Allport), but they react to one another's responses. Hence the group is significant. His second point of attack upon the concept of culture asserts that cultural terms can merely describe, while explanation must come from

psychology. The fallacy is in the assumption that psychological factors, because they underlie behavior, are sufficient to explain cultural behavior.—*E. R. Hilgard* (Yale).

2149. Wobbermin, G. *Richtlinien evangelischen Theologie zur Ueberwindung der gegenwärtigen Krisis (von Historismus und Psychologismus)*. (Guiding trends in evangelical theology for victory in the present crisis of history and psychology.) Göttingen: Vandenhoeck & Ruprecht, 1929. Pp. iv + 145. M. 7.50.—*A. Römer* (Leipzig).

[See also abstracts 1963, 1969, 2049, 2061, 2152, 2178, 2181, 2185, 2187, 2198, 2223.]

INDUSTRIAL AND PERSONNEL PROBLEMS

2150. Bingham, W. V. *Individual differences in industrial personnel; a study of accident-prone motormen.* Address before Galton Society, Nov. 8, 1929. *Eug. News*, 1930, 15, 19-26.—43 motormen with high accident records were compared with 43 who had low records (paired for age, etc.). There were 7 cases of hernia in the poorer group as compared with none in the better group; 14 cases of abnormal blood pressure as compared with 2; 21 cases of any health defect, as compared with 4; 7 cases of failure in a serial-action test, as compared with 1; 11 cases of insubordination, as compared with 2. Fifteen other measures correlated positively with accident-proneness; two gave slight negative correlations. At the same time, the Personnel Research Federation carried on a program of retraining and personal supervision with about 2,500 motormen and bus operators employed by a certain metropolitan street-railway system. Although there has not been as yet an improved selection of employees, the accident rate has been reduced in two years from 664 to about 396 per month.—*R. K. White* (Stanford).

2151. Cornelissen, C. *La notion de l'honneur dans le travail*. (The idea of honor in work.) *Psychol. et vie*, 1929, 3, 202-204.—*Math. H. Piéron* (Sorbonne).

2152. Guradze, —. *Heiratende Frauen mit und ohne Beruf in Berlin*. (Occupational history of women who apply for marriage licenses in Berlin.) *Zsch. f. Sex.-wiss. u. Sex.-pol.*, 1930, 16, 509-510.—According to previously published statistics, concerning the women who have married in Berlin during the years 1926-28, from 75 to 79% have previously engaged in some occupation. Of these, approximately 20% were employed in commercial and insurance offices; 15% were self-supporting without more definite statement, apparently laborers, helpers, apprentices, etc.; and about 13% were engaged in housework. It is to be assumed that the real figure is rather higher than 75-79%, as many engaged girls give up their work some time previous to marriage, and these were not all reported in the statistics. The author concludes that an occupation is no longer an obstacle to marriage; rather, the road to marriage often is through occupation.—*H. Marshall* (Stanford).

2153. Hartmann, F. L. *Psychologie der Arbeiterbehandlung*. (Psychology of labor relations.)

Zürich: Verlag Organisator, 1930. Pp. 14. Fr. 1.

—The author takes the position that the efforts to adapt one's behavior to any situation are increased the more familiar one is with the psychological effects of one's behavior on others. Such an orientation is of special importance in business, where frictionless relations with one's fellows is demanded. By means of numerous examples drawn from De Man's *Joy in Work* the writer shows how workmen react to good and bad treatment. From his own experience in a large plant, employing women principally, the author reveals the existence of certain types who could not be handled according to formula. He attempts to account for certain weaknesses of the total disposition, such as irresponsibility and failure to complete an undertaken task within a definite time, the causes of which are unknown to most practical people.—O. Seeling (Leipzig).

2154. Hollingworth, H. L. Vocational psychology and character analysis. New York: Appleton, 1929. Pp. xii + 409. \$3.00.—This volume combines the material of the author's two previous books in the field of vocational psychology, viz., *Vocational Psychology* and *Judging Human Character*. Several new topics have been included in the form of separate chapters, and many of the former chapters have been rearranged. As in the former volumes, there is an appendix of laboratory exercises.—N. L. Munn (Pittsburgh).

2155. Mandeville, S. *Activité professionnelle et vie privée*. (Professional activity and private life.) *Psychol. et vie*, 1929, 3, 196-197.—Math. H. Piéron (Sorbonne).

2156. Niceforo, A. *Examen expérimentale de la fatigue dans les industries*. (Experimental investigation of fatigue in industries.) Rome, 1929 (Pamphlet).—A comparison is made between the mentality and working conditions of the Italian laborer and those of his English colleagues. The "productivity curve" of the ordinary English factory is usually taken to commence at a fairly low level on Monday, rise toward Tuesday and Wednesday, sink rapidly on Thursday, rise again on Friday, and to maintain this high level to the end of the week. The corresponding Italian curve, however, though rising slightly from Monday to Tuesday, maintains a uniform high level from this day to Thursday, sinking to a minimum on Friday and Saturday. It becomes apparent that this difference in production reflects upon mentality, rather than upon physical fatigue, when we turn to the "carelessness curve" (number of accidents plotted against day of week): for here we find the English and Italian curves to be closely similar. A study of these results, then, seems to show that the Italian workman, while sharing the English dislike of Monday, regards Thursday with equanimity, and remains entirely unmoved by the near prospect of pay and a day's rest.—(Courtesy *Eug. Rev.*).

2157. Schilfarth, E. *Psychologie der berufstätigen Frau*. (Psychology of women in industry.) Leipzig: Klinkhardt, 1929. Pp. 222. M. 6.60.—What does woman find in occupational life, and what has she to contribute toward it? An answer

to this question is sought by tabulating those fields of work in which women predominate: clerking; welfare, home, child, and sickness activities; needle work; instruction; academic and artistic pursuits. The fitness and inclination of women for these occupations is studied from the sexual and individual standpoint. The unifying urge of women is contrasted with the bipolar direction of men, who are capable of separating their occupational and their life interests; vocational choice is therefore of greater importance with females. The union of marriage and profession is demanded, although not viewed as worthy of struggle for most women. The purely objective demands of the job cannot be met by the average woman; she requires personal influence in her work and must become at least a spiritual mother if her life is to be lived to the fullest.—E. Schilfarth (Munich).

2158. Schwarz, F. *Suggestion und Wirtschaftsleben*. (Suggestion and industrial life.) *Schweiz. Zsch. f. angew. Psychol.*, 1929, 5, 323-328.—A. Römer (Leipzig).

2159. Thorbecke, C. *Der Tanzberuf und seine Wirkung auf jugendliche Tänzerinnen*. (Professional dancing and its effect on young women who enter the profession.) *Zsch. f. Sex.-wiss. u. Sex-pol.*, 1930, 16, 449-466.—Success in professional dancing requires not only interest and talent, but intensive training, which should be begun before the age of eleven. The recent craze for dancing has increased the demand for dancing teams of girls to the point that many have entered the profession who have none of the three essentials. Girls as young as 13 or 14 are entrusted by their parents to unknown directors with little attempt at investigation. With insufficient general education, and sometimes with meager intellectual equipment, these girls are away from home during their formative years. For many of these girls the period of employment is very uncertain. Those who leave the profession take up factory work, clerking, or dressmaking. Many drift from one thing to another, and a relatively large number become prostitutes. Marriage is an occasional, but not always successful solution. The author concludes that this profession tends to destroy personality. There is a question whether more strict governmental supervision of qualifications and working conditions might remove some of the obvious dangers. The study is based in part on the author's observation of 73 dancing girls over a period of four to six years.—H. Marshall (Stanford).

2160. Wallon, H. *Sélection et orientation professionnelles*. (Professional selection and orientation.) *J. de psychol.*, 1929, 26, 710-727.—Professional orientation should consist in discovering the complexes, instincts, and impulses which motivate the individual, with a view to finding an outlet for them in industrial rather than in anti-social channels. For the author, the biologist, the surgeon, and the teacher are persons with sadistic tendencies. The man with criminal tendencies may assure himself against such appetites as would ordinary motivate him by becoming a judge, etc. The author feels that psychoanalysis will have an important rôle in the

professional selection and orientation of the future.—*N. L. Munn* (Pittsburgh).

[See also abstracts 2214, 2219, 2224.]

CHILDHOOD AND ADOLESCENCE

2161. Allen, F. H. Evolution of our treatment philosophy in child guidance. *Ment. Hygiene*, 1930, 14, 1-11.—In dealing with child behavior, the major objective has been the eradication of that behavior which is considered undesirable. Our treatment philosophy seems to be swinging around from the child in the direction of working out with parents and other adults their own problems, which cause them to adopt an attitude toward the child that produces a disturbance in the growing-up process. But too frequently we have an appreciation of the genetic history of a child's behavior and see the effects of a destructive attitude on the part of the parent and yet fail to recognize that it, too, has a background that must be worked out if a real change is to be effected. The important thing is not to give parents a ready-made interpretation and specific suggestions, but to utilize the interpretation as a means of getting them to discuss and work out important factors themselves and to reestablish their confidence in themselves and their own maturity. The capacity to be objective with all the individuals in a situation and still give them the feeling that one is sympathetic and anxious to understand their point of view is one of the superhuman tasks that is asked of social workers and psychiatrists in this field. A tendency to set up rather idealistic standards for all cases has led to certain subjective feelings of hopelessness. When there is a good objective grasp of the situation, a plan must follow which recognizes that certain features can be improved while others must be accepted as relatively fixed.—*H. M. Boeshard* (Clark).

2162. [Anon.] Report of the third conference on research in child development, University of Toronto, Toronto, Canada, May 2-4, 1929. Washington: Nat. Res. Coun., Committee on Child Development, 1929. Pp. vi + 351.—The report is in two volumes, the first volume comprising reviews and the second addresses and discussions. Critical reviews pertaining to the various fields of child research were contributed by R. E. Seammon, T. W. Todd, L. J. Roberts, C. A. Wilson, F. L. Goodenough, A. Gesell, J. E. Anderson, A. H. Arlitt, H. E. Jones, W. E. Blatz, F. Powdermaker, and L. K. Frank.—*N. L. Munn* (Pittsburgh).

2163. Barrett, H. E., & Koch, H. L. The effect of nursery-school training upon the mental-test performance of a group of orphanage children. *J. Genet. Psychol.*, 1930, 37, 102-122.—A group of orphanage children placed 6 to 9 months under a nursery-school regime showed consistently greater gains in performance on the Merrill-Palmer scale of mental tests than did a carefully paired control group of orphans deprived of such experience. The IQ's before and after the training period were 91.71 and 112.57 for the group with training, 92.59 and 97.71 for the group without training. It is inferred that nursery-school activities in some way raise the

general accomplishment level.—*J. F. Dashiell* (North Carolina).

2164. Bartels, B. Zur Psychologie der Kinderausagen. (The psychology of child testimony.) *Gesunde Jugend*, 1930, 2, 57-59.—*A. Römer* (Leipzig).

2165. Boyd, W. Différences individuelles des réactions émotives chez les enfants. (Individual differences in emotional reactions in children.) *Pour l'ère nouvelle*, 1929, 8, 252-254.—The author chose for testing purposes the familiar Jung word-association test, a method which generally brings about an immediate working relationship between the experimenter and the child. A list of 100 words was adopted which was made up of equal numbers of words from the different categories found in a language. The experiments were performed on 117 10-year-old children from a poor district in Glasgow and on more than 200 students. The author was not able to find any relation between the responses and the character of the children or of the students.—*Math. H. Piéron* (Sorbonne).

2166. Cavan, J. D., & Cavan, R. S. The adolescent in American psychology and sociology. *Rel. Educ.*, 1930, 25, 154-165.—Not much now remains of the two volumes by Stanley Hall on adolescence published in 1904 except the stimulus which they gave to the study of this subject. The theories there advanced have been greatly supplemented and revised as a result of careful studies. The present paper gives a summary of these with detailed references to a bibliography of 71 titles. Reprints may be had at 15 cents each.—*J. P. Hylan* (Stoneham, Mass.).

2167. Coy, G. L. The daily programs of thirty gifted children. *J. Genet. Psychol.*, 1930, 37, 123-138.—Thirty children with IQ's ranging from 133 to 190 kept records of how each hour of the day was spent. The number of days recorded by each varied from 3 to 15. The activities consuming most time, and their respective percentages of the total day, follow: sleep, 43.5; school, 14.75; play, 11.25; meals, 8.6; transportation, 4.6; reading, 3.2; home study, 3.0; music study, 3.0; dressing, 3.0; moving pictures, 0.7; visiting, 0.6; shopping, 0.5. Wide individual differences are shown; but none between the upper and lower IQ group-halves. Boys play and study more, and read less, than girls.—*J. F. Dashiell* (North Carolina).

2168. David-Schwarz, H. Aus der psychologischen Beratungspraxis. Zwangsvorstellungen bei einem 8-jährigen Kind. (From the psychological clinic. Compulsion mechanism of an 8-year-old child.) *Psychol. Rundschau*, 1930, 1, 344-347.—The case is cited of a group of compulsion mechanisms of an eight-year-old child, of exemplary conduct in every other way. The mechanisms appear only in the presence of the nurse, showing themselves in automatisms, touching trees and posts, insistence upon stepping on every crack when out walking with her. One finds these mechanizations most often in the over-conscientious child, sometimes in the beginnings of abnormal fear states, fear of something happening if one fails to carry out an accepted superstition.

The beginnings of neuroses lie here, and remedial measures can be found, in the removal of the stimulating cause (in this case, the nurse), and in diverting the tendency into more wholesome channels, and in awakening of other absorbing interests.—A. B. Herrig (Central State Teachers College).

2169. Decroly, O. *Difficultés d'établir les types psychologiques chez l'enfant.* (Difficulties involved in establishing psychological types in children.) *Pour l'ère nouvelle*, 1929, 8, 259-261.—Many factors enter into a knowledge of character: the biological and psychological factors, represented by health and rapidity of reaction; the affective factors, i.e., the nutrition needs, the instinct of ownership, sexual and maternal tendencies, the group instinct, and defensive tendencies; and factors of an intellectual nature, i.e., concrete or symbolic intelligence, receptive or creative, and intuitive or reactive. To all this, it is necessary to add the factors represented by aptitudes formed by the action of the environment and education, the factors represented by sensorial and motor aptitudes, and the factors of language, memory, and attention.—Math. H. Piéron (Sorbonne).

2170. Derby, M. M. *The upper fifths. Ment. Hygiene*, 1930, 14, 12-39.—The Stanford-Binet intelligence tests have been given to 3,164 girls referred to the Women's Protective Association of Cleveland, Ohio. Only 47 were ranked as of superior intelligence. We have no way of determining to what extent heredity in many cases would have baffled all efforts; however, early efforts had been made in the direction of mental hygiene. Yet the following main results are interesting: A large percentage of cases show marked emotional instability in the parents. In only 7 of the forty-seven cases was there any suggestion of poor health. 32 of the girls were judged to have good or excellent personal appearance. There were only 12 who were considered mentally normal. Of the 47 only 14 were living in unbroken homes. Of the 23 cases not school-girls, only 3 were engaged in the professional work for which, so far as verbal intelligence is concerned, all of them were qualified. Lack of training for a specific job constitutes a handicap that is difficult to surmount even for individuals with superior intelligence. The article gives specific notes about the individual cases.—H. M. Bosshard (Clark).

2171. Fischer, E. *Kindertraum und Kleinkindermärchen.* (Children's dreams and fairy tales.) *Eltern u. Kind*, 1929, 11, 73-75.—A. Römer (Leipzig).

2172. Frey, J. *Die Phasen der Jugendentwicklung; ein Vergleich zwischen den Forschungen von Prof. Kroh und Charlotte Bühler.* (The phases of child development; a comparison between the studies of Professor Kroh and Charlotte Bühler.) *Württembergische Schulwarte*, 1929, 5, Nos. 11-12.—A. Römer (Leipzig).

2173. Gesell, A. *The early diagnosis of mental defect.* *Arch. Neur. & Psychiat.*, 1929, 22, 522-529.—The author cites three cases to illustrate the importance of small amounts of duration in the diagnosis of development in early infancy. The development of the healthy premature infant confirms this

thesis—a false degree of retardation is removed when his true age is considered. In a general way, it may be said also that even severe physical handicaps, like excessive underweight and malnutrition, do not drastically alter the behavior capacities of the child. When safeguarded with clinical interpretation, determinations of developmental status, even in early infancy, may be presumed to have a high degree of prognostic import. In 429 examinations of 90 infants, 80% of whom were examined before they were 18 months of age, 23 of the entire group were rated after consecutive examinations as having a developmental quotient of less than 70. In all but one instance, the final developmental level was predicted by the observations in the first examination. Mental deficiency does not come through abrupt abbreviation or sharp curtailment of normal growth; it seems to express a fundamental pervasive growth potency. For this reason a diagnosis of mental defect may safely be made in early infancy.—E. C. Whitman (Boston Psychopathic Hospital).

2174. Haggerty, L. C. G. *What a two-and-one-half-year-old child said in one day.* *J. Genet. Psychol.*, 1930, 37, 75-101.—The speech of a girl 2 years and 7½ months old is given verbatim for her whole waking day.—J. F. Dashiell (North Carolina).

2175. Höring, H. P. *Psychologische Probleme des jugendlichen Alters.* (Psychological problems of adolescence.) Berlin: Reichsverband für Waisenfürsorge, 1929. Pp. 151. M. 6.—The author has aimed to sketch the outlines of the immature mind. The content is indicated by the titles of the chapters. "The world of phantasy and the life of feeling," "Eroticism and sexuality in the adolescent," "The young personality and social competition," "The attainment of a moral-religious attitude." The naïve unity of the child-psyche is supplanted by the dream-like awakening of self-consciousness in the youth with its feeling of distinction from environmental objects. This significant experience of loneliness produces the yearning which results in idealizing fancy. Pathological problems drawn from the author's practice are treated in detail. Suggestions for an objective education concludes the volume.—H. P. Höring (Berlin).

2176. Hurlock, E. B. *The suggestibility of children.* *J. Genet. Psychol.*, 1930, 37, 59-74.—404 children of one public school were given the Margaret Otis group test of suggestibility; and the scores made thereon were examined in comparison with scores on the National Intelligence Test and with reference to race, sex, age, and mental age differences. In general the suggestibility of the children appeared less than popularly supposed. In resistance to suggestion, white children were slightly superior to negro, boys to girls, older to younger, and those of higher mental age to those of lower; but such group differences tended to be small and unreliable, more striking differences appearing between individuals of the same group.—J. F. Dashiell (North Carolina).

2177. Lehman, H. C., & Witty, P. A. *Sex-differences: some sources of confusion and error.* *Amer. J. Psychol.*, 1930, 42, 140-147.—The author points out 7 sources of error in drawing conclusions regard-

ing the relative superiority (especially as applied to intelligence) of men as compared to women, or the reverse. These are: (1) the differential selection of test items, (2) the differential selection of the individuals studied, (3) the limited number of subjects frequently used, (4) the inaccurate or crude statistical procedure with which the data were treated, (5) the assumption that findings are applicable to other age-levels than those actually studied, (6) the careless and uncritical use of terms, and (7) the assumption that group-differences are inherited predispositions. The authors cite several recent and carefully performed experiments which tend to indicate that "masculine superiority" does not exist experimentally, nor is there evidence for the greater variability of the male.—*D. E. Johanssen* (Wellesley).

2178. Lockhart, E. G. The attitudes of children toward certain laws. *Rel. Educ.*, 1930, 25, 144-149.—20 laws were selected and school children were asked to tell what they thought about obeying them under certain named circumstances. For purposes of control, 50 lawyers and 50 graduate students were asked the same questions. It was found that children do not differ greatly from adults in their attitudes toward law. The more intelligent high school pupils tend to differ more than others from adults, but the lawless attitude is more a problem of the individual than one of social, economic or intelligence level.—*J. P. Hylan* (Stoneham, Mass.).

2179. Nussbaum, E. Observations sporadiques sur quelques enfants et recherche d'une échelle des valeurs pour leur classement. (Scattered observations on several children and an effort to find a scale of values for the purpose of classifying them.) *Pour l'ère nouvelle*, 1929, 8, 262-263.—*Math. H. Piéron* (Sorbonne).

2180. Pearson, G. H. J. What the adolescent girl needs in her home. *Ment. Hygiene*, 1930, 14, 40-53.—The most important characteristic considered is the change from the status of a dependent or semi-dependent to one of dependence on oneself, which has become considerably complicated through the organization of modern society. A girl (or any child) will develop true self-confidence and be able to face the difficult social situation at adolescence who in her early childhood feels that she is loved and wanted by both parents and that her efforts at independent action are pleasing them, that the things she can do for herself are of value to her mother and also to her father, that she is welcomed both for what she is and what she can do. "Parents must understand not only the real needs of the child, but their own needs, and be able to satisfy them in a more wholesome manner than at the child's expense." The treatment of children who have adolescent difficulties lies first in a sympathetic attempt to understand the child. The article presents problem cases.—*H. M. Bossard* (Clark).

2181. Pressler, —. Le suicide chez les enfants. (Suicide among children.) Thèse de Méd. de Strasbourg, 1928-29.—The number of suicides among children is increasing, and the psychological factor is foremost among the causes. Emotivity in chil-

dren is well developed, and neither reflection nor volition intervenes to ward off the fatal act. Moreover, natural imitation in children incites them to do what they have become only too well acquainted with through publicity. No bibliography.—*Math. H. Piéron* (Sorbonne).

2182. Rosenow, O. The incidence of first-born among problem children. *J. Genet. Psychol.*, 1930, 37, 145-151.—Statistical treatment of cases in Cleveland and Philadelphia clinics reveals an incidence of first-born somewhat higher than the theoretical expectancy, particularly for the 2-child family.—*J. F. Dashiell* (North Carolina).

2183. Shulman, H. M. A study of problem boys and their brothers. Albany: Crime Commission of New York State, 1929. Pp. 409.—Cited to correct error in IV: 1292.—*R. R. Willoughby* (Clark).

2184. Speich, E. Aus der Praxis der heilpädagogischen Psychologie. Das verwahrloste, aber geistig gesunde Kind. (From the practice of remedial pedagogy. The neglected, but mentally healthy child.) *Psychol. Rundschau*, 1930, 1, 347-348.—A case study of a child badly conditioned in a family deserted by the father, leaving five children in the care of a near-moron mother. The child shows bad habits, tendency to laziness, lack of interest, preference for being alone. He has built up compensations to win favor, but these have become in themselves objectionable. The solution to re-conditioning lay in placing the child in an institute, where recognition was given from the first to such contributions as it had to give; a complete readjustment took place.—*A. B. Herrig* (Central State Teachers College).

2185. Von Sigg-Boeddinghaus, M. Zeichnen und Malen und ihre Bedeutung für die seelische Entwicklung des Kindes. (Drawing and painting and their significance for the mental development of the child.) *Psychol. Rundschau*, 1930, 1, 324-330.—A second paper. Cites an illustration of the procedure of Witzig in leading children to give indirect expression to their inner life through brush and color. Witzig demonstrates through efforts with children that the inborn talents can be so developed in youth that they become a life interest with impulse to accomplishment. The development of such interests has much more value than the practical man senses in an age of mechanization and intellectualization, when recreative outlets are a necessity. Human development and freedom finds itself through the activity of the inborn creative faculties. The value of such self-expression has been clearly shown by Jung. The article describes Witzig's method and illustrates with a drawing by a fourth-grade child, an illustration of the story of "The Discontented Fir-tree." He analyzes the symbolic value of the story and the use of it by Witzig for character-forming value. Drawing and painting should be used not to accomplish art values, but for free development of the human soul, which is primarily of a self-expressive, creative nature.—*A. B. Herrig* (Central State Teachers College).

2186. Whitley, M. T. A study of the primary child. (Rev. ed.) Philadelphia: Westminster Press,

1930. Pp. 186. \$0.90.—A textbook in the standard leadership training curriculum, outlined and approved by the International Council of Religious Education. The author first takes up individual differences and age-group differences, and in the latter part of the book lays particular stress on social adjustment and character building.—*E. B. Heim* (Provo, Utah).

[See also abstracts 1993, 2081, 2106, 2209, 2225.]

EDUCATIONAL PSYCHOLOGY

2187. **Bannerjee, D. N.** *Erziehung und Bildung in Indien.* (Education and culture in India.) *Päd. Zentbl.*, 1930, 10, 65-76.—A sketch of the educational program of earlier India and a comparison with British efforts today. India, in distinction from the Occidental viewpoint of the discovery of truth, has followed the path of the intuitive rather than the analytical, scientific procedure. The great life principles were imparted to youth by wandering ascetics and holy men. Universities of old India found knowledge in experience and contemplation, evolving theories in the light of inner inspiration. Local schools (*Patschala*) existed everywhere and no youth was denied education. Later invasions from the north, and again the domination of the East India Company, did irreparable harm to education. By 1817 India had no education. The more recent efforts of England to restore education have not succeeded. The introduction of the exact sciences, of European politics, shows a misunderstanding of the oriental mind. The plan includes no education for a useful life. English education emphasizes physical development, but disregards soul development. It is a mistake to impress the English language upon India; children lose much valuable time trying to master it. India longs for a return to an education that emphasizes human relationship, self-reliance, service. She has today only 11,500,000 who go to school; 229,000,000 are illiterate. The author sees a hopeful sign in evening schools, people's libraries, debating clubs, and vocational schools, but believe that the carrying over of Occidental education, especially in another tongue, will not meet the problem of India.—*A. B. Herrig* (Central State Teachers College).

2188. **Bonser, F. G.** *Qualities desired in teachers by administrators.* *School & Soc.*, 1930, 31, 260-262.—In the Commonwealth teacher-training study Charters and Waples give a "Rank-list of Teacher Traits" containing 25 traits thought desirable in teachers. These traits were ranked on the basis of a vote by 25 administrators of importance in the United States. Bonser is disturbed because originality, open-mindedness, and progressiveness received ranks of 20, 22, and 23, respectively, whereas neatness ranked seventeenth; good judgment, first; and magnetism, fifth. Only for the special group of kindergarten teachers did originality receive a place as high as that of twelfth; and for high school teachers, open-mindedness, a place as high as ninth. Docility, the author infers, seems to be a prime essential in teaching.—*H. L. Koch* (Texas).

2189. **Book, W. F.** *Various methods of mastering new words while learning to read.* *J. Educ. Res.*,

1930, 21, 81-94.—Inasmuch as the chief aim of all reading is to stimulate thinking and to obtain new information, the reader is continually meeting new words and new combinations of words. The early stages of learning to read may be characterized as a time when correct meanings are attached to the printed words. From this point of view, the author analyzes the process by which spoken and printed words come to get meaning and the printed and written language symbols come to arouse the appropriate meaning response. Various methods are analyzed on the basis of this formulation, such as the oral speech method, the oral and visual method, the alphabet method, the phonetic method, word method, the phrase and sentence method and the story method. Certain criticisms of all of these methods are offered.—*S. W. Fernberger* (Pennsylvania).

2190. **Bower, W. C.** *A curriculum for changing character and religious education in a changing culture.* *Rel. Educ.*, 1930, 25, 127-133.—Character is not something that is imposed upon one but is a personal achievement in the acquiring of habits of response towards the material and social world. It is the work of education to make knowledge and behavior patterns available to the growing person for purposes of this selection.—*J. P. Hylan* (Stoneham, Mass.).

2191. **Campbell, W. G., & Koch, H. L.** *Student honesty in a university with an honor system.* *School & Soc.*, 1930, 31, 232-240.—About 200 students, half of whom had received a limited amount of instruction in class-room honesty, were observed and graded on their conduct in a variety of tempting situations arising in their classes in a university where an honor system prevailed. It is concluded that many degrees of dishonesty were exhibited among the students. The incidence of cheating seemed to be a function of the task, the ease with which misrepresentation could be accomplished, the thoroughness of the supervision during a tempting situation, and the amount of supervision received during the secondary school years. The frequency of deceptive responses, on the other hand, did not seem to be related to the amount of instruction concerning honesty received at the University, or the age, intelligence, general university grade, or education-course grade of the subjects. Although the students professed to believe that cheating was a common occurrence and to scorn those who so offended, they stated almost to a man that they would not assume the responsibility of reporting offenders to the honor council.—*H. L. Koch* (Texas).

2192. **Duthil, R.** *La compréhension de la poésie.* (Comprehension of poetry.) *Psychol. et vie*, 1930, 4, 12-14.—*Math. H. Piéron* (Sorbonne).

2193. **Eisenstein, I.** *Untersuchung einer auffallenden Rechenschwäche zum Nachweis der sie verursachenden psychischen Faktoren.* (Study of a striking case of arithmetic disability with an estimate of its psychic causal factors.) *Zsch. f. Kinderforsch.*, 1929, 35, 590-637.—*A. Römer* (Leipzig).

2194. **Hamilton, E. R.** *The art of interrogation.* New York: Harcourt, Brace, 1929. Pp. xii + 171. \$2.75.—The aim of the book is to establish the basic

principles of the use and interpretation of tests. After defining problems, aims and terms of general psychology, the three aspects of the topic are entered upon: tests, examinations (old and new, marks, questions in the making, etc.), and classroom questioning by the teacher. Spearman, who introduces the book, states that it is the fruit of a long, careful, and penetrating study by a man who has exceptional equipment of expert knowledge combined with an unusually broad outlook. Primarily, it is a donation to exact science in disentangling much that is now controversial; the book is free from technical terms and statistical machinery.—*L. M. Hatfield* (Illinois Woman's College).

2195. Jeanjean, —. *Les anormaux et les sousnormaux dans l'enseignement secondaire*. (The abnormal and subnormal in secondary education.) *L'educ.*, 1929, 20, 415-426.—The author recommends the creation of special city schools, the formation of special classes in factories, and, particularly, the establishment of certain centers of observation for the following two-fold purpose: in the morning the work should be directed and arranged, while in the afternoon the work should be left free for the purpose of discovering aptitudes. The latter achievement would be a powerful aid in professional orientation. Finally, there should be special workshops created, adapted to the children's possibilities.—*Math. H. Piéron* (Sorbonne).

2196. Jensen, M. B., & Jensen, D. W. The influence of class size upon pupil accomplishment in high-school algebra. *J. Educ. Res.*, 1930, 21, 120-137.—A summary of some 45 studies that have been made with regard to size of class and student accomplishment. The more recent studies indicate that children in classes of from 45 to 55 make as high test scores as children in smaller classes. A number of criticisms of the studies are enumerated.—*S. W. Fernberger* (Pennsylvania).

2197. Kempf, G. A. Special study of vision of school children. Washington: Gov't Printing Office, 1930. Pp. 27. \$0.10.—*R. R. Willoughby* (Clark).

2198. Luchsinger, F. *Ein Sokrates in dänischen Kleidern*. (A Socrates in Danish garb.) *Psychol. Rundschau*, 1930, 1, 321-324.—A review of a publication by A. Rudolf, Zürich, written by Fritz Wartenweiler-Hafner, dealing with the first folk high-school and its founder, Christen Kold. The author gives tribute to the founder for keen insight into Northern characteristics, when he conceived this form of adult education. He reviews the life of Kold, the influences that led to his strong regard for humanity and love of country, out of which grew his educational principles. The book opens the problem: Is there an individual psychology and a folk psychology, or is the development of the individual traceable to his group relationship—is he what it makes him?—*A. B. Herring* (Central State Teachers College).

2199. Lusuriaga, L. *Le jeu et le travail dans l'éducation*. (Play and work in education.) *Pour l'ère nouvelle*, 1929, 8, 248-251.—Play and work are neither analogous terms nor opposites; they really complete each other. A desirable formula would be

reached if we strove to accomplish our work with the same spirit of enjoyment and disinterestedness that we show in play and if we played so as to leave the same imprint of the creative spirit of moral values as we find in work. A school on such principles would be active and vital.—*Math. H. Piéron* (Sorbonne).

2200. MacCormick, A. H. Light in dark places. *J. Adult Educ.*, 1929, 2, 129-141.—(Courtesy *Social Science Abstracts*).

2201. Manuel, H. T., & Prewitt, I. Differences in the handwriting of supervised and unsupervised pupils. *School & Soc.*, 1930, 31, 297-298.—20,000 samples of handwriting taken from grades 1 to 7 in 35 school systems distributed in 7 states were graded on the basis of the Graves scale by 3 handwriting supervisors. The results obtained from schools employing a handwriting supervisor were grouped and contrasted with those from schools where there was no one in charge of guiding the instruction in penmanship. The quality of the handwriting of the pupils from the schools having supervisors was consistently the better. As far as speed of writing was concerned, the reverse was true.—*H. L. Koch* (Texas).

2202. McLaughlin, M. A proposed objective battery test for shorthand. (Research Stud. in Commercial Educ. IV, collected by E. G. Blackstone.) *Univ. Iowa Monog.: Monog. Educ.*, 1929, First series, No. 11, 95-106.—A battery of stenographic tests was constructed and given to 30 stenographers and 250 high school students of stenography. The mean score was higher for the stenographers than for the high school students. A high positive correlation (.728 ± .045) with employers' ratings was taken to indicate that the test was a valid measurement of stenographic skill.—*B. Wellman* (Iowa).

2203. McLeod, L. S. The interrelations of speed, accuracy, and difficulty. *J. Exper. Psychol.*, 1929, 12, 431-443.—A correlation study based on the results of 75 undergraduates who wrote the spelling of 665 words dictated to them. The correlation coefficient between speed and accuracy of spelling throughout the range of difficulty was approximately .35.—*S. Renshaw* (Ohio State).

2204. Miles, W. B., & Bell, H. M. Eye-movement records in the investigation of study habits. *J. Exper. Psychol.*, 1929, 12, 450-458.—Sixteen advanced university students read a paragraph from the Thorndike Intelligence Examination, part iii. A photographic technique previously described (*J. Exper. Psychol.*, 1925, 8, 344-362) was used for recording eye-movements. Judged by number of fixations and freedom from regressives, the majority of the readers covered the material at the left end of the lines more thoroughly than they did at the right. Regressive fixations were more frequent in the middle or at the right end than at the extreme left. Slow readers extend fixations to the extremes of the lines, whereas rapid readers do not. "There is a comparatively high correlation (about .70) between perception-time per line and scores on the Thorndike test, which was found to be a serviceable measure of

studying ability." Rate varies widely with the material and the purpose of the moment, and unanalyzed gross rate cannot be taken as representing the student's studying ability. "By using 3 or more measures of 'studying ability' (Thorndike test score, number of lines read in rapid reading practice, and eye-movement record) it is possible to make a practical diagnosis of studying ability of university students and formulate constructive suggestions for individual cases."—*S. Renshaw* (Ohio State).

2205. Miller, W. S., & Otto, H. J. Analysis of experimental studies in homogeneous grouping. *J. Educ. Res.*, 1930, 21, 95-102.—Analysis of the results of homogeneous grouping of children in school classes with regard to the grades included, basis of grouping, methods of evaluation, reliability and results. The authors find that there is no clear-cut evidence that homogeneous grouping is either advantageous or disadvantageous. The studies seem to indicate that homogeneous classification may be effective if accompanied by proper adaptation in methods and materials of instruction. Bibliography of 20 titles.—*S. W. Fernberger* (Pennsylvania).

2206. Moser, —. Die Berufsfrage bei Anstaltszöglingen unter besonderer Berücksichtigung männlicher Psychopathen. (The vocational question of institutional pupils with special reference to male psychopaths.) *Jugendwohl*, 1930, 19, 11-18.—*A. Römer* (Leipzig).

2207. Perrin, E. Competitive athletics for the adolescent girl. *Pub. Health Nurse*, 1929, 21, 245-247.—(Courtesy *Social Science Abstracts*).

2208. Resag, K. Die neue Psychologie und der Lehrplan. (The new psychology and the plan of instruction.) *Württembergische Schulwarte*, 1929, 5, 707-716.—*A. Römer* (Leipzig).

2209. Rogers, G. C. Mental hygiene in the public schools. *Ment. Hygiene*, 1930, 14, 151-160.—A paper read at the annual conference of the South Carolina Society for Mental Hygiene, Charleston, May 17-18, 1929. It points out that the cost and the extent of mental disorders indicate that mental hygiene in the public schools is a serious problem. We need a type of education which will produce a better integrated type of citizen. The school should provide better opportunities for self-realization, educational and vocational guidance, physical and mental examinations with remedial follow-up, special training for the handicapped with clinic assistance for those who fail to make the desired progress. Each child must somehow be led to realize his greatest potentialities.—*H. M. Bosshard* (Clark).

2210. Ruttman, W. J. Die Methoden der pädagogischen Psychologie. (The methods of educational psychology.) Halle: Marhold, 1929. Pp. xii + 487. M. 19.75.—This work aims to place psychology in the foreground as a method for studying developmental phenomena, and thereby to establish a new basis for educational psychology. The various divisions and trends of psychology are first considered, followed by a derivation of research methods from an analysis of typical experiments. A synopsis of those methodological features which are most

significant for educational problems includes the experimental, the explorative, the introspective, and the personal approaches, all of which undergo a heuristic extension in the psychostatistical methods. The experimental technique is illustrated by psychophysics, memory, imagery, reading, and the processes of conceptualization and abstraction. The explorative methods are represented by expression, tests, and analysis. Introspection appears in the "understanding" psychology and in the researches on *Gestalt* and "complex." The personal method incorporates typology and characterology for the purpose of individual description. Psychostatistics employs the mass methods of variation and correlation. The appendix contains an extensive annotated bibliography.—*O. Seeling* (Leipzig).

2211. Starbuck, E. D., & others. A guide to books for character. Vol. II. Fiction. New York: Macmillan, 1930. Pp. x + 579. \$2.50.—With the assumption that fiction has cultural and character values, the authors have worked out eight criteria of good literature—unity, right craftsmanship, agreeable emotional tone, effectiveness, artistry in appeal, truthfulness, refinement of the fundamental human attitudes, and proper orientation. Using these standards, 663 books were selected and each listed under an appropriate "situation" (friends, home, self, country, the social group, difficulty, adversity, triumph). In connection with each situation the "attitudes" (courage, strength, ingenuity, determination, etc.) are listed. Part II contains a book list for grades I to IX, a situation list, an attitudes index, a classification index, a title index and an author index.—*E. B. Heim* (Provo, Utah).

2212. Tait, W. D. Science and education. *Scient. Mo.*, 1929, 29, 132-136.—*W. S. Hunter* (Clark).

2213. Tanner, J. Ten studies on the child. Minneapolis: Augsburg Publ. House, 1929. Pp. 84. \$0.60.—Object: to help the teachers in the schools of elementary Christian education.—*E. B. Heim* (Provo, Utah).

2214. Wakefield, A. A technique for the development of resourcefulness through typewriting. (Research Stud. in Commercial Educ. IV, collected by E. G. Blackstone.) *Univ. Iowa Monog.: Monog. Educ.*, 1929, First series, No. 11, 19-33.—The trait actions of a resourceful stenographer were determined through stenographers' and employers' ratings. A test to measure pupil attitudes and achievements was devised and given to 48 stenographers and 14 typing students. The students were trained through fifteen projects, and the gains at the end of the period were measured.—*B. Wellman* (Iowa).

2215. Wellens, L. Le congrès d'Elseneur. (The Elsinore congress.) *Psychol. et vie*, 1929, 3, 204-206.—*Math. H. Piéron* (Sorbonne).

2216. Whitney, F. L. The evaluation of educational research. *School & Soc.*, 1930, 31, 289-290.—A check list is offered for rating masters' and doctors' theses. The list is the result of the thinking of 61 leaders in educational research.—*H. L. Koch* (Texas).

2217. Witty, P. A., & LaBrant, L. L. Vocabulary and reading. *School & Soc.*, 1930, 31, 268-272.—

170 university freshmen and the same number of upper classmen were given the Inglis Test of English Vocabulary, Form A, as well as requested to write a short composition, which was analyzed as far as its vocabulary content was concerned on the basis of Thorndike's *Teacher's Word Book*. The number of unusual words employed in the compositions was then correlated with the scores obtained on the Inglis test. Correlation coefficients of $+ .18$ and $+ .25$ for the freshmen and upper classmen, respectively, were the result. It is concluded that there is little or no resemblance between the vocabulary used in writing and that comprehended in reading. The compositions, it might be added, revealed very meager vocabularies, about 85% of the words employed occurring in the first 1000 in Thorndike's list and none beyond that whose index value is 5145. A study of vocabulary content of 12 well-known books of fiction, some of which rate high from a literary standpoint and some, low, revealed that over 90% of all of the words appearing in any one book occurred in the first 5000 in Thorndike's list. The so-called classics in the selection presented no more difficulty from the point of view of vocabulary than did the popular modern novels. Hence, it seems that elements other than vocabulary size loom large in the determination of literary merit.—*H. L. Koch* (Texas).

2218. Wolfe, W. B. Why educate women? *Forum*, 1929, 81, 165-168.—(Courtesy *Social Science Abstracts*).

2219. Woodhouse, C. G., & Yoemans, R. F. Occupations for college women. Greensboro, N. C.: North Carolina College for Women, 1929. Pp. 290. \$2.00.—A bibliography sponsored by the Institute of Women's Professional Relations. There are 23 chapters, each dealing with a certain field of employment, and each subdivided into minute divisions of the field.—*M. Goodrie* (Clark).

[See also abstracts 1969, 1988, 1989, 2000, 2017, 2054, 2116, 2159, 2227, 2229.]

BIOMETRY AND STATISTICS

2220. Tryon, R. C. The reliability coefficient as a per cent. *Psychol. Rev.*, 1930, 37, 140-157.—A mathematical proof that the reliability coefficient is a per cent, and an application to the correlation between abilities.—*A. G. Bills* (Chicago).

2221. Urban, F. M. Die Methode des durchschnittlichen Fehlers. (The method of the mean error.) *Arch. f. d. ges. Psychol.*, 1930, 74, 141-162.—In regard to the method of the mean error it can be said that the significance of the mean as the point of subjective similarity of a variable stimulus of comparison with a constant stimulus is generally admitted. However, there is no agreement about the use of the distribution as a measure of sensible discrimination. All considerations of the method of the mean error must be based on the supposition that there is a finite interval within which the psychometric function of the judgments of similarity assumes the value of unity or very nearly that value. In that case the probabilities with which the variable stimuli of comparison are observed are the same as

those with which these stimuli are obtained with the method of the just noticeable differences as the upper or lower limits of the interval of uncertainty. Twice the mean error is identical with the interval of uncertainty as found by the method of j.n.d. Gauss' measure of precision is inversely proportional to the interval of uncertainty. Observations of different precision are related to each other as if they had been executed with sense organs of different sensitivity.—*K. F. Muensinger* (Colorado).

MENTAL TESTS

2222. Baumgarten, F. Die Charakterfestsetzung bei den Eignungsprüfungen. (Character determination in aptitude tests.) *Psychotechn. Zsch.*, 1929, 4, 113-119.—*A. Römer* (Leipzig).

2223. Brigham, O. C. Intelligence tests of immigrant groups. *Psychol. Rev.*, 1930, 37, 158-165.—In the light of recent investigations showing that test scores may not represent unitary things, the author criticizes attempts to establish racial differences and national differences with existing tests, in which mixture of verbal, quantitative, and spatial intelligence factors and dependence on vernacular destroy the significance of the scores. The author includes his own comparative racial study in this criticism.—*A. G. Bills* (Chicago).

2224. Fessard, A. L'interprétation des résultats numériques dans les examens d'aptitude. (The interpretation of numerical results in aptitude examinations.) *Bull. Instit. Nat. d'Orient. Prof.*, 1929, 1, 229-239.—*Math. H. Piéron* (Sorbonne).

2225. Furfey, P. H. A scale of measuring developmental age. *Ment. Hygiene*, 1930, 14, 129-136.—The term "developmental age" means maturity of personality, implies interest in amusements, reaction toward other persons. Intelligence tests reveal little of it. The paper shows that the rating of developmental age has a correlation with physical development.—*H. M. Bosshard* (Clark).

2226. Garrett, H. E. A study of the CAVD intelligence examination. *J. Educ. Res.*, 1930, 21, 103-108.—An analysis of Thorndike's new scale for measuring intelligence, which consists of four parts: sentence-completion, arithmetic problems, vocabulary and directions. Results are presented from 338 freshmen girls in the Brooklyn branch of Hunter College. The test scores were correlated with their grades in the first semester for English, social science, classics, mathematics and modern language. Correlations are also computed between all these grades and each part of the test. The author believes that, for young children, any intelligence scale is largely dependent upon language. "It would seem, therefore, useless to attempt to disentangle the independent factors operating in children's scores on general intelligence examinations because of the enormous overlay of language. Probably it is only in the upper levels of CAVD and like scores that other factors, besides verbal ability, operate with sufficient strength to permit differentiation and to render doubtful the meaning and value of a total or composite score."—*S. W. Fernberger* (Pennsylvania).

2227. Honnacker, A. Untersuchungen zum Begriff der praktischen und theoretischen Intelligenz unter dem Gesichtspunkte der Berufsauführung. (Investigations concerning the concept of practical and theoretical intelligence from the point of view of vocational guidance.) *Arch. f. d. ges. Psychol.*, 1930, 74, 97-134.—The introductory section contains a critical review of the aims of vocational guidance. The most serious omission in the past has been the exact examination and determination of what was to be measured. The author then sets out to examine the concept of intelligence in particular. The usual definitions of intelligence are analyzed and on the whole rejected as not immediately usable for vocational guidance. Certain test material and the author's practical experience with it are presented. The author concludes that there is no general intelligence; there are as many kinds of intelligence as there are ways of reacting to different kinds of subject matter. The term "width of intelligence" may be used to denote the number of kinds of intelligence present in an individual. Vocational advising needs on the one hand job analyses which discover the kind of intelligence used in a job and on the other hand a determination of the width of intelligence of the candidates.—K. F. Muensinger (Colorado).

2228. McFarland, R. A. An experimental study of the relationship between speed and mental ability. *J. Gen. Psychol.*, 1930, 3, 67-97.—An attempt was made to show the relationship between rate of response and mental ability as measured by the mental test material. A group of subjects was given a wide range of tests with a large number of items. Ability in respect to speed was isolated by keeping accuracy constant throughout the series of investigations. There is a general factor in the various mental tasks presented to the subjects, and the measures of speed obtained involve general ability apropos of Spearman. The data obtained uphold the conclusion that the more intensive and controlled a research of ability in respect to speed, the more positively significant are the results. Certain factors, such as finger dexterity, fatigue, and practice effects, tend to hide the actual relative speed ranking of subjects, unless great care is taken in laboratory technique and procedure. These factors can be isolated and controlled only by timing each item of a test given to individuals rather than to groups of subjects. There are certain tests where ability in respect to speed does not correlate in a reliable way with quickness in other tests because a special aptitude is being measured. Various factors tend to hide the real significance of ability to respond quickly, and thus give rise to poor correlations with rate in the other tests. The results of the present study agree with those of the previous investigators who have held that speed of reaction is one of the most important factors in individual differences in ability to react to mental tasks. Subjects maintain their relative speed rankings in various kinds of mental reactions. Ability in respect to speed, therefore, is an individual trait which is characteristic of mental behavior.—H. Cason (Rochester).

2229. Paterson, D. G., & Tinker, M. A. Time-limit vs. work-limit methods. *Amer. J. Psychol.*, 1930, 42, 101-104.—In an effort to discover whether there is any real difference between the results obtained from a test which had been given with a time-limit, as opposed to one given with a work-limit, this problem was set up. 1090 students were tested with the two forms of the Chapman-Cook Speed of Reading Test. One group was given one form by the time-limit method, and the second form by the work-limit method; with a second group the method with which each form was given was reversed. The third group had both forms administered by the work-limit method, and the fourth group had both forms administered by the time-limit method. This permitted the calculation of reliability coefficients, and also the coefficient of correlation between the methods of administering the same test. The r 's determined were in all cases practically the same, the range being from 0.84 to 0.87. In other words, the two methods of administering the test correlate with each other as highly as each method agrees with itself, indicating that either method may be used with equal advantage.—D. E. Johannsen (Wellesley).

2230. Vabalas-Gudaitis, J. Ein einheitliches stummes Testsystem zur Bewertung von natürlichen Leistungen nach dem chronometrischen Prinzip. (A unified, non-verbal system of tests for the measurement of natural capacities according to the chronometric principle.) *Commentationes ordinis philologorum Universitatis Lituanicae*, 1929, 5, No. 2. Pp. 47.—Objecting to the almost universal lack of any governing principle in the existing systems of tests, the author presents a group of four tests which, he feels, fill this want. The basic principle of the group is the reactive principle. In order to evaluate the individual mental phenomena there is one test for each of the three biopsychic reaction components, afferent, central and efferent; the fourth test is not of this *prevalence* type, but is neutral, demanding all three types of response. In each test, which consists of 20 items, the subject is required to put a pencil dot in the center of a small circle; the four tests become successively more complex, certain complicating conditions being added each time. Time is taken separately on the first ten and the second ten items done. Results show that both the time and the errors are dependent on mental capacity, the one not necessarily being a function of the other. Mistakes can in general be classified into: (1) errors of perception, (2) thought errors, and (3) motor errors; it is found that certain of these errors are typically found in greatest numbers at certain age levels. The tests are applicable to all ages from 6 years to adult. Picking out the 10 "best" and the 10 "worst" students on the basis of the teachers' subjective judgments, it was found that there was a marked difference in the performance of the two groups, especially on the third and fourth tests, and also a difference in the number and type of errors on all the tests. A series of appendices contain the instructions, percentile results, curves, etc.—D. E. Johannsen (Wellesley).

[See also abstracts 1943, 2132, 2163.]



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